

Educational Program Specifications and Space Requirements

Savoy/TMA Education Campus Plan

April 2006

Savoy Elementary School
Thurgood Marshall Academy Public Charter School
Community Center Facility

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Program Elements

This document outlines the program elements that provided the foundation for the concept design recommendations included in the Feasibility Study for the Savoy/TMA Public Education Campus Plan, dated March 2006. The Educational Specifications contain the description of the basic and special education programs of Savoy Elementary School, the physical education, athletic and assembly programs for the Thurgood Marshall Academy Public High School, and the community and recreation programs and possibilities for the Savoy Recreation Center.

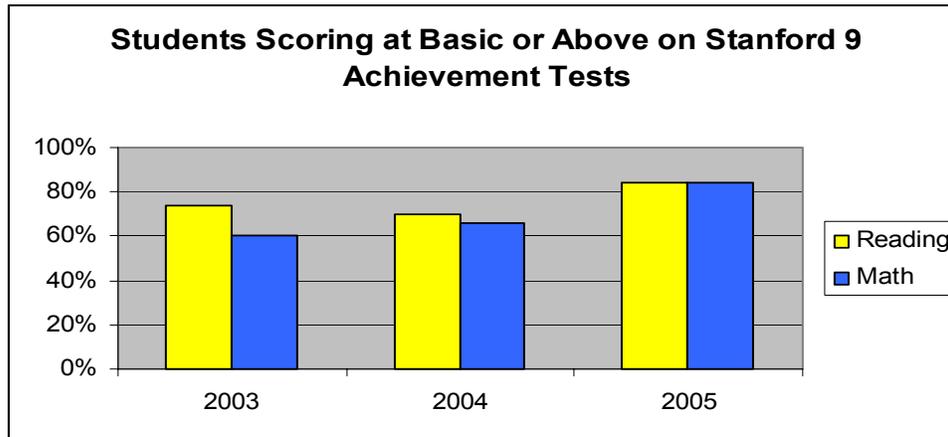
This document also includes the space summaries, which describe the proposed sizes for each of the program spaces required to support the educational, recreational and other program areas described in the programs for Savoy, TMA and the Department of Recreation. Following this are room sheets that suggest the particular specifications for finishes, furniture and fixtures for each room type. During the design process, some changes are to be expected in the room sizes and in proposed finishes, furniture and fixtures. However, changes will be noted and will be consistent with the educational, program and service requirements of the users described in this specification.

Savoy Elementary School

Savoy Elementary School is a District of Columbia Public School (DCPS) serving 337 Pre-S/Head Start, Pre-Kinder, Kinder, 1st, 2nd, 3rd, 4th, 5th and 6th graders during the 2005-2006 school year. During the 2005-2006 school year Savoy has two classes per grade, except for one large 6th grade class.

Savoy is committed to providing students with a quality education and the opportunity to achieve regardless of their social, economic, or developmental differences. The staff of Savoy is committed to providing challenging instruction in a positive environment. The teachers and staff of Savoy Elementary School work to instill the desire to learn and succeed in each student. The school considers parents and the community valued partners. Together they are committed to working as a team to lay the foundation for all students to become productive and valuable contributors to society.¹

Savoy Elementary School students are steadily improving their standardized test results. Over 80% of the 3rd and 5th graders tested in the spring of 2005 scored at basic or higher on the Stanford-9 Reading and Math assessments. Of these students tested, fully 28% in Reading and 25% in Math, were proficient or advanced.



Early Childhood

Savoy Elementary School has a large early childhood program. There are 57 children in - the federally funded Head Start Program, a new DCPS pre-school for three-year-olds, and a pre-kindergarten class. In addition to the early childhood programs, there are two kindergartens with a total of 39 students, for a total of 96 students in the Savoy early childhood program. The Head Start Program has income guidelines for eligibility, but the DCPS three-year-old program does not require that parents meet low income

¹ 2005 Local School Improvement Plan, Savoy Elementary School.

guidelines. The Head Start program has special requirements for teachers and parents—including space guidelines for the classroom, tooth brushing after eating, parent classes, and snacks. However, there are no curricula or guidelines for the DCPS three-year-old program, and the DCPS program is in a regular classroom without water, bathrooms, or sufficient space for early childhood activities.

In a modernized Savoy Elementary School, the early childhood program will be play based, giving children opportunities to learn concepts, skills and behaviors that will prepare them for future school success. These include activity and material rich activities designed to teach the following skills: listen, ask, wait, share, take turns, verbal expression, small motor skills with their hands, and gross motor skills with their bodies. The children will be introduced to pre-reading, writing and mathematic concepts, but primarily through hands on play-like activities. The early childhood classes will use the music, art, physical education and library classes and classrooms for age appropriate activities. Parents and other community volunteers will be encouraged to volunteer in the classrooms to help guide the early childhood student.

The early childhood program needs easy access to the outdoors. The outside play environment will be an integral part of the day and must be able to support activities and skill development in a safe and interesting way for students as well as teachers.

Primary

Primary grades are defined as Kindergarten through 2nd grade. There are 121 students in Kindergarten through 2nd grade. Kindergarten should be a transitional year, where the play based environment of the early childhood program is continued, but where more time is spent developing explicit concepts and skills, particularly related to reading and learning number sequence. The natural curiosity of the child for science and the environment will be nurtured in the earliest grades, giving students hands-on activities with which to learn new vocabulary and concepts. Foundations for reading and math will be established and reinforced during the critical primary years.

As students progress through the primary grades, they will spend intensive time developing reading skills and learning basic math concepts. The proposed retention policy of DCPS (Master Education Plan 2006) will not permit students to be retained in grades PK-2nd grade. This will require a classroom approach to instruction that includes working with students at various levels. Also, since DCPS will require inclusion for special needs students, special education teachers and aides will work with students in the classroom to ensure they are learning the content and acquiring skills appropriate to their grade level. Parents, community volunteers and neighboring high school students will be encouraged to help in the classrooms to individualize the instruction of students at these early grades—giving each student the time and attention he/she needs to progress. The basic grade level classroom will be a hub of activity and will need sufficient space, organization and acoustical treatments to support a variety of activities for students and

the involvement of more than one adult. The classroom should be active but retain the feeling of order and focus.

Intermediate Grades

There are 120 students in the grades 3 through 6. The DCPS Master Education Plan (February 2006) has proposed including all 6th graders in middle schools. Beginning in academic year 2007-2008, Savoy Elementary School will serve students through 5th grade. The intermediate grades (3rd through 5th grades) should introduce and reinforce critical concepts and skills, on which secondary education will be built. Grades 3-5 should be material and content rich, with ample opportunities for student support in areas that need strengthening. In addition, students in grades 3-5 should be able to begin to learn about themselves and develop areas of particular interest or talent.

Students and teachers will be able to use computers in the classroom as part of the normal conduct of the school day. The teacher will be able to use technology for instruction—using videos and the internet to introduce concepts and provide them with information about science and social studies. Students will be able to use computers for skill development and to explore and develop interests and ideas related to content areas covered in the classroom, as well as to help children develop interest areas on their own.

The 3rd grade and 5th grade are considered gateway years. By 3rd grade, students are expected to be comfortable reading and with basic arithmetic. By the end of 5th grade, students will need grade level fluency in reading and math to enable them to succeed in middle school. If students are not progressing to meet the appropriate levels of proficiency, they will be recommended for extended day and/or extended year programs and they may be retained.

Special Education

There were 49 special education students identified and being served at Savoy as of the October 5th, 2005 enrollment count. This was 15% of the total school population. However, by mid-year, there were 66 students with Individual Education Plans (approximately 20%) of the school. Currently students are pulled out of their regular classes for special education services. This approach to serving special needs children is scheduled to change, as the DCPS Master Education Plan is requiring a full inclusion model. Students will be served in their grade level classrooms, with services and support offered outside the classroom only where necessary.

As part of the Individual Education Plan, students, parents, teachers and special education staff and service providers need time and space to plan, meet, and work individually and

in small groups with students. Record keeping associated with special education students is considerable, and space needs to be provided within the school counselor's area for special education records.

Performing and Visual Arts

DCPS does not have standards for the performing and visual arts or a defined curriculum for its schools. At this time this is primarily left to the individual teacher. DCPS will be adopting standards in the near future. However, many states and districts have standards and curricula, and the plans for Savoy's space can anticipate the implementation of high quality standards for the performing and visual arts. The program frameworks used for the performing and visual arts are from Massachusetts.

An effective curriculum in the performing and visual arts enables students to:

- *communicate fluently and effectively in at least one artistic discipline;*
- *apply both imagination and rational thinking to the making of art;*
- *understand the value of reflection and critical judgment in creative work;*
- *present and perform art publicly, with confidence, pride, and distinction;*
- *use artistic literacy as a natural enhancement to learning other subjects;*
- *understand how world cultures have been historically influenced and shaped by the arts; and*
- *understand the ways in which the arts contribute to contemporary life.*

The arts — including spoken and written poetry and narrative along with dance, music, theatre, film, visual arts, and architecture — embody memorable and eloquent expressions of human ideas and feelings. Art that is worthy of attention expresses truths about human nature; it crosses frontiers of ethnicity, economic status, and historical tradition. In order to comprehend how artists express meaning, students must acquire literacy in the arts. The term "artistic literacy" means the ability to use and understand symbols and structures of dance, music, theatre, and visual arts. Artistic literacy thus complements linguistic literacy, which is the ability to use and understand language.²

The curriculum for music and art will create new adventures in learning for students. Often, these special classes are not integrated into the reading, mathematics or other classroom based curriculum of the school, but have their own activities isolated from basic classroom objectives. While these classes will continue to offer flexibility for classroom teacher planning periods, the classroom teacher and the special class teachers will work together to plan the activities of the week so the special classes re-enforce and develop the grade level reading, math, science and social studies content from the grade level classes as part of the art and music curriculum. On occasion, the classroom and special subject teachers may team teach. These special subject classes will provide an opportunity for students to learn a concept, skill and information with a different instructional approach.

² Massachusetts Arts Curriculum Frameworks, Massachusetts Department of Education, 1999.

Just as a classroom teacher may team teach in special subject classrooms, the special education aides or teachers will work with students in special subject classrooms. The opportunity to use art instruction to help students with reading and writing and to use music instruction to help students with math requires that they be intentionally linked to the basic reading, writing and math program.

Just as the curriculum for art and music should create new adventures in learning, the spaces for art and music should offer students and teachers an adventure in space. The spaces for art and music should feel different from the traditional classroom and stimulate different ideas and senses and support active learning by students.

Visual Art

Savoy currently has a full time art teacher, with the curriculum developed by the teacher. One of the exciting opportunities students have as part of their art program is “Art Around the Corner” a multiple-visit program developed by the National Gallery of Art. This program works with 4th-6th graders from October to March. Students go to the national Gallery of Art nine times, and docents lead sessions in the classrooms twice. Individual docents work with the same small group of students throughout the year. The program applies object-based learning, visual analysis, creative writing, children’s literature, inquiry, and art-making to make connections between the Gallery’s collections and the DCPS standards for teaching and learning, as well as the specific objectives of individual classroom teachers.

The *North Carolina Standard Course of Study* identifies what students in grades K-12 should know and be able to do as a result of a comprehensive arts education.

By involving the “whole” child, the arts gradually teach literacy while developing intuition, sensitivity, reasoning, imagination, and dexterity. Society benefits because the student gains powerful tools for understanding human experiences, both past and present, by:

- *collaborating and working in teams;*
- *making decisions creatively, where no prescribed answers exist;*
- *learning to respect and adapt to diverse ways of thinking, working, and expressing;*
- *learning problem recognition and solving involving expressive, analytical, and developmental tools in every situation;*
- *understanding the influence of the arts and their power to create and reflect on cultures;*
- *developing the essential senses of sight, hearing, smell, taste, touch, and kinesthetics as intellectual, emotional, physical, creative, and expressive acts;*
- *analyzing non-verbal communication and making informed judgments about cultural products and issues; and*
- *communicating effectively.*

Concepts critical to arts education which directly influence facilities design include:

- *The comprehensive program is a sequenced learning experience across four arts disciplines.*

- *The arts require focused time for sequential study, reflection, and practice.*
- *Instruction in the arts must occur through a hands-on orientation.*
- *Arts education should promote interdisciplinary study and integration among and across the arts and other disciplines.*
- *Technology should enhance the student's ability to synthesize, integrate, and construct new meanings from a wealth of resources and information.*

Music

Elementary school music should include movement, voice, instruments, as well as appreciation for music from other cultures and countries, as well as various styles of music within cultures. Students should have the opportunity to explore instruments and begin instrumental music lessons at the 4th or 5th grade. The following are from the Wisconsin's Model Academic Standards for Music.

- *Students will sing, alone and with others, a varied repertoire of music.*
- *Students will play, alone and with others, a varied repertoire of music on instruments.*
- *Students will improvise music.*
- *Students will compose and arrange music.*
- *Students will read and notate music.*
- *Students will analyze and describe music.*
- *Students will evaluate music and music performances.*
- *Students will relate music to the other arts and disciplines outside the arts.*
- *Students will relate music to history and culture.*

Savoy has regular assemblies for holidays and other occasions to offer students the opportunity to showcase their musical and performing proficiencies and talents.

Science

Starting in the spring of 2007, science, along with reading and math, will be part of the battery of standardized testing of students. As a result, greater time and attention will be focused on this always important subject. As scientific knowledge has increased rapidly, it is difficult for classroom teachers to keep up with latest approaches to teaching science and even the scientific concepts and information itself. Science standards and curriculum will help, but providing a school science resource teacher to support classroom instruction in science and provide the hands on component to elementary school science discovery and learning is particularly useful.

Hands on science is material and equipment intensive, but since much of the material and equipment can be shared over grade levels and classes, it makes sense to create a science classroom. In the science classroom, the science teacher will supplement classroom instruction in science that is book based with student exploration and discovery about the natural world in a science room alive with plants, animals, pulleys, levers, and other material and equipment to support hands on learning. The science room should have a

refrigerator, sink and stove, to enable the science teacher to use cooking to teach about nutrition, health and other related sciences.

Library/Media Program

The Library/Media Center will be a school hub—a place where students will learn to love reading. The librarian will encourage love of reading through dramatic readings and story telling, incentives for reading and by keeping a robust and compelling book collection for children and their parents. It will be a gathering place for reading and research for students—utilizing printed and electronic materials. It will be a place students can use informally to select, browse and read books and magazines for pleasure, as well as a place for direct instruction in research and use of library materials, including the internet.

Classroom teachers will integrate the use of library materials for silent reading, book reports, and research reports, into their regular classes. Whole classes, small groups, or individual students will be brought in by their classroom and special teachers to use general reference and research materials. The librarian will not be a traditional special teacher, with classes scheduled on a weekly basis, rather he/she will serve as a resource to classroom teachers on information and materials they may need for their class.

The library will also be used to support a reading resource center and the base for the literacy coach who will work with teachers to support students who require extra assistance in reading.

The library will include professional resources for administrators and teachers, including materials on teaching methods and ideas, as well as adult level materials to assist the teachers with content and instructional methodologies. The library will be used for school based professional development, as the location for teacher meetings, discussions, seminars and classes.

As the library and media center, the library will house the voice/video/data network, which runs throughout the entire building. This network will support the transmission of media services to the desktops of teachers and students without physically entering the library. A teacher production room and computer learning center with equipment and software to support and reinforce the curriculum will be adjacent to the library.

The library will be used for parent and community meetings and will be available for community use.

Physical Education

Savoy Elementary School currently has no physical education teacher or program. Some classroom teachers include physical education into their class, however, most do not. However, health, physical education and fitness are a critical part of a child's development, for academic, social and health development. As part of the Master Education Plan, all schools are required to provide a high quality physical education program. Since there are no currently adopted physical education standards, the following are taken from Chapter 116 of the Texas Essential Knowledge and Skills for Physical Education Subchapter A. for elementary education.

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

In Grades K-2, children learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. Students begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. Students are engaged in activities that develop basic levels of strength, endurance, and flexibility. In addition, students learn to work safely in group and individual movement settings. A major objective is to present activities that complement their natural inclination to view physical activity as challenging and enjoyable.

- *The focus for kindergarten students is on learning basic body control while moving in a variety of settings. Students become aware of strength, endurance and flexibility in different parts of their bodies and begin to learn ways to increase health-related fitness.*
- *First grade students continue to develop basic body control, fundamental movement skills, and health-related fitness components such as strength, endurance, and flexibility. Students can state key performance cues for basic movement patterns such as throwing and catching. Students continue to learn rules and procedures for simple games and apply safety practices associated with physical activities.*
- *Second grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotive skills. Students learn to describe the function of the heart, lungs, and bones as they relate to movement. Students are introduced to basic concepts of health promotion such as the relationship between a physically-active lifestyle and the health of the heart. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution.*

In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.

- *In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn age-specific skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.³*
- *Fourth grade students learn to identify the components of health-related fitness. Students combine locomotor and manipulative skills in dynamic situations with body control. Students begin to identify sources of health fitness information and continue to learn about appropriate clothing and safety precautions in exercise settings.*
- *Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic situations. Basic skills such as jumping rope, moving to a beat, and catching and throwing should have been mastered in previous years and can now be used in game-like situations. Students continue to assume responsibility for their own safety and the safety of others. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, and time. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways.*

Physical education can be in indoor and outdoor activity. Outdoor PE teaching areas include the new basketball court and the playing field. Indoor areas will include a full sized gymnasium for regularly scheduled physical education classes. In addition, the multipurpose room will be able to support some physical or fitness activity in addition to the large gymnasium.

Instructional Methods

To help students reach their potential, there are a number of changes to instruction that are identified in the DCPS Master Education Plan and that need to be supported in a newly designed and improved elementary school.

Students will be likely to remain with their age cohorts and be expected to have educational and social supports—including more time after school and in the summer—to meet curriculum standards. As a result, classrooms will have many books and materials to support the various levels of student proficiency—from students who may need more time to those who are advanced. They will need diverse types of teaching materials beside books, for special education and other students who may need specialized approach to mastering a skill or learning a concept. There will need to be sufficient shelf space and storage areas within the classroom for books and materials.

³ Chapter 116. Texas Essential Knowledge and Skills for Physical Education Subchapter A. Elementary; September 1, 1998, 22 TexReg 7759.

Teachers will be expected to communicate with parents as well as work with each other, a special education support team, and counselor to tailor instruction, tutoring, or other services to help a student progress toward proficiency in the curriculum standards. This model will apply to regular, gifted and talented and special education students. All are expected to be served in the classroom. This is referred to as “differentiated instruction.” Since students are using a variety of materials and approaches, there is a great deal of movement within the classroom itself, with the students rotating from one learning center to another. Since this makes individual student desks problematic, students will work from tables, but still need their own “private space” to store pencils, papers, books or other personal items. Secure drawers or lockers for students will facilitate a flexible classroom.

Teachers need opportunities to team teach. Teaming will be done with special subject teachers, so reading and math can be fully integrated into art, music, physical education, and science and taught across the curriculum. Teaming is also desirable among classroom teachers, to share ideas and techniques. Collaboration among staff will be especially important as students with Individual Education Plans (IEPs) are fully included in the classroom based program. The special education staff will need to work with classroom teachers and special subject teachers to design lessons, homework and other activities to fully benefit the particular IEPs of students in their class. There needs to be space in the regular and special classrooms for another teacher—who can work with an individual child or a group of children. There also need to be spaces where teachers can casually and deliberately meet together to discuss student progress, curriculum and instruction.

Throughout the year, teachers will be furnished with electronic results of tests, known as “formative assessments” to help them identify strengths and weakness in their teaching and in student progress. Teachers will be required to use a centralized database for attendance, grades, as well as diagnostic test score data, both from summative assessments (the end of year tests) and from formative assessments. As a result, teachers will need to have ready access to a secure computer work station in their classroom. They will also need to spend more time at the computer analyzing information about the progress of their students. Teachers will need a secure wireless lap top that can attach to a docking station at their desks during the day.

Staff development at the school will be increased. DCPS is planning to embed professional development into the normal operation of the school. They will bring in facilitators and coaches to the local school, to work with teachers both in the classroom and at the school with teachers at meetings and seminars. The literacy coaches are an example of local school embedded professional development. There needs to be appropriate space for adult learning in the school.

Staffing

The modernized school is projected to serve two classes per grade from pre-school through 5th grade. Class sizes per the WTU contract are: 15 students in pre-K without an aide; 20 students with an aide; 20 students in Kindergarten-grade 2; and 23 students in grades 3-5. However, typically, there is a range of class sizes, some under and some over these class sizes.

Class	Students per class	# of classes	Total Minimum	Total Maximum
Head Start	15-20	1	15	20
DCPS 3 year old PS	15-20	1	15	20
Pre-kindergarten	18-22	2	36	44
Kindergarten	18-22	2	36	44
1 st Grade	20-22	2	40	44
2 nd Grade	20-22	2	40	44
3 rd Grade	20-23	2	40	46
4 th	20-23	2	40	46
5 th	20-23	2	40	46
Total		16	302	354

The following is the staffing that can be supported at a Title I school with 354 students, under the proposed the size of Savoy under the local school allocation of the Weighted Student Formula.

- A full-time principal
- Administrative Aide DS -7
- Clerk DS -4
- A full-time counselor
- A part time social worker/psychologist
- Part-time school nurse (paid by DOH)
- A full-time librarian
- A full time reading specialist/literacy coach
- 3 special subject teachers—distributed over art, music, physical education, and science content areas
- An aide for each pre-school and pre-K class over 15
- Special education teachers according to number of students with IEPs
- Custodial Foreman, SW-1; Custodian, RW-5; Custodian RW-3.
- Full time food service specialist

A 302 student school, which is below the Master education Plan minimum for elementary school of 320 students, creates significant staffing pressures for Savoy. Under proposed Weighted Student Formula funding, a 302 student Savoy Elementary School would have

6 fewer teacher positions than a 354 student school. For example, aides would not be needed because PS/PK class sizes would be 15; social worker/psychologist would not be affordable; one office support position would be lost; and special subject teachers and librarian would have to be shared with another school. The change in enrollment represents the same number of classes per grade, just fully enrolling each grade.

The modernized school, which is likely to be in a range of 57,000 to 60,000 GSF, somewhat less than the current 61,578 GSF, will require 3 custodians to keep the interior and exterior of the Savoy School clean. Agreements associated with the cleaning and maintenance of the shared space will be negotiated in the Memorandum of Understanding between DCPS, Thurgood Marshall Academy and the Department of Parks and Recreation.

Food Service Program

The food service program at Savoy Elementary School provides breakfast, lunch and dinner for the students in the after-school program operated by the Department of Recreation. DCPS instituted a universal breakfast program. Currently between 150 to 175 Savoy children are served breakfast daily. The very young children in the early childhood classes need snack in the afternoon, and the food service program will supply and store nutritious cold snacks for the early childhood classes. In addition, Savoy is a site that serves meals to children in the summer, so students who are eligible for free or reduced priced lunch may eat breakfast and lunch at Savoy during the summer.

The cafeteria needs to provide healthy environment for eating. The space should be acoustically engineered to minimize the noise, have good light, and include appropriate tables and seating for the early childhood students.

The kitchen is not expected to prepare meals on site, but must have the capacity to heat, freeze and refrigerate food. Meal and milk pick up should be organized to be efficient, in order to serve the entire school in three lunch periods. There needs to be food storage for the early childhood classes—all located on the same floor as the kitchen.

The cafeteria should be sized to support at least 135 students per lunch period—or 405 students—the upper end of enrollment. Since within 1 mile of Savoy there are 564 elementary grade students who currently attend public charter schools, as well as the a total of 1338 students in DCPS elementary schools, the demand for a fully modernized Savoy Elementary School could be expected to grow.

Savoy Assembly Program

Savoy organizes whole school assemblies on average once per month. These normally occur during the school day and include all students, teachers and anywhere from 30-50

parents. At these events seating and a stage with sound system is essential and good lighting for student shows are desirable.

Savoy Campus Community Center

The campus community center is designed to support the large assembly, physical education, athletic and fitness needs of Savoy Elementary School and Thurgood Marshall Academy Public Charter High School. It will be designed to serve children, youth and adults beyond these school communities, and throughout the year. While fitness and learning habits for fitness are a critical for Savoy and TMA students, the health and well-being of teachers and staff is also a concern. Teaching is a demanding and time-consuming activity. Both Savoy and TMA teachers will be supported in their use of the gym and fitness areas for their own use during breaks during the school day, after school and on weekends.

The center will be designed to support sharing and cooperation of space and staff in such a way that Savoy Elementary School, Thurgood Marshall Academy Public Charter High School, and the Department of Parks and Recreation and other non-profit service providers can offer children, youth and adults high quality programs with minimal friction or concern associated with the shared and joint operation of their programs or maintenance of the center.

Thurgood Marshall Academy Public Charter High School

The International Consensus Conference on Physical Activity Guidelines for Adolescents recommends that "all adolescents...be physically active daily, or nearly every day, as part of play, games, sports, work, transportation, recreation, physical education, or planned exercise, in the context of family, school, and community activities" and that "adolescents engage in three or more sessions per week of activities that last 20 minutes or more at a time and that require moderate to vigorous levels of exertion" (128). Since the current environment for many adolescents at TMA leaves them unable to safely engage in outdoor physical activity in their community, it is particularly important that students have ample physical activity built into their school day and under safe conditions. If possible, an indoor elevated track at the mezzanine level will provide students with the opportunity for casual jogging, walking or serious training for track.

The TMA *physical and health education program* will be designed to meet the following objectives:

- Ensure that each student meets physical education and health requirements for graduation.
 - One credit in physical education

- One half credit for health
- Teach a healthy life-style that includes regular physical activity, nutritious eating, and responsible emotional, social and physical choices
- Introduce students to the joys and discipline of a wide variety of organized individual and team sports, dance and fitness.
- Provide TMA staff opportunities for physical activity as part of their work day, or after school.

The TMA 1 credit physical education program will provide students with a basic education in fitness and in individual and organized sports, but will also enable them to explore dance other application of movement and exercise as part of their physical education program. In the fitness module for physical education, TMA's physical education program will include opportunities for students to develop cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition. It will also develop skill-related fitness including balance, agility, power, reaction time, speed, and coordination. Exercise, the repetitive physical activity to become fit or maintain fitness will be both aided by weight and cardio equipment and without equipment. Fitness will also be supported with opportunity for electives in such classes as dance, yoga, weight training, cardio-vascular training, and other elective modules, as high quality instructors can be found. Each student will develop a personal fitness plan.

In the sports module, students will learn the rules and develop skills in a wide variety of physical activities, games and sports that can be enjoyed and played individually, in pairs or as a team. The idea is to give students the opportunity to experience a wide variety of sports, in hopes that they will find one or more that they will develop into a life-time activity. Among the activities, games and sports might be: basketball, soccer, baseball, lacrosse, track, racket ball, fencing, climbing, gymnastics, football, volleyball, tennis and double dutch.

The TMA one half credit health program includes:

- Classroom instruction to understand what is normal emotional, social and physical health, as well as causes and manifestations of both stressed and pathological emotional, social and physical conditions.
- The health class will be aligned with the fitness module of the physical education program, to teach how fitness can contribute to health, including a segment of the health class which teaches the relationship between diet and health and teaches students about healthy cooking and eating.

The health classroom should be designed as a sort of home economics type classroom, with cooking equipment for health class. It should be designed as a space to be shared

with the after school and drop in programs of the Department of Recreation or other service providers.

Scheduling: TMA operates on a different schedule from DCPS, it meets MWF from 8:45 AM to 3:40 PM and T-Thur from 8:45 AM to 4:25 PM.

- Physical education class may be scheduled in an alternating block, with one week meeting for three times and the next twice a week, so the class is a full year class. This offers more sustained physical activity over a longer period of their high school experience and will better train students for a life time of good physical activity habits.
- 2 classes may be scheduled at the same time, so classes can be divided by gender—with an average of 20-25 students in each class
- With two full time staff for physical education, two teaching spaces will be used for most class periods--one working in the fitness area and the other in the gym.

Staff:

- Two FT physical education/health teachers

TMA does not have a mature athletic program, even for a small high school. Currently there are girls and boys basketball and flag football, track and cheerleading teams. Since TMA is only 4 and one half years old, it is still defining its athletic program. It would like to have a healthy athletic program that offers students the opportunity to compete successfully on a variety of teams and in sporting events.

To support the health, fitness and athletic program of TMA, there will need to be two changing room--1 for boys and one for girls. These should include 2 showers, toilets and individual curtained areas for changing. One room will be used for visiting teams during games. There will need to be office space for the physical education, athletic and health staff of TMA and Savoy with a personal shower and toilet. There should be shared laundry facility to support the Community Center and both of the schools. There will need to be ample storage for each school and programmatic user of the Community Campus Center.

The staff offices should be adjacent to student changing rooms and fitness areas. The office, changing and fitness areas should be able to be secured from the gym and public entrance areas.

TMA Assembly Program

Helping to develop an appreciation for art and culture, as well as supporting healthy social interactions among young people is a part of the role of a high performing high school. In addition, creating a school identity and understanding of shared purpose

contributes to high school success. In support of this, TMA supports many school wide meetings and functions. Among these are:

- Monthly all school meetings, during which time students and teachers are recognized for achievements or contributions, performances of student work, problems or issues of school-wide import are discussed, guest speakers.
- Grade level meetings of 100 students at least one per month, with discussion, guest speakers, and showing of student work.
- Exhibitions or fairs set up with information or presentations of colleges, science or other projects.
- Plays, musicals, talent shows, live performances or big screen movies.
- Student dances or other adult supervised social activities.

To support the variety of large assembly needs of the high school, elementary school and community, a high quality stage with lights and sound system needs to be incorporated into the gymnasium. Small venues are available at Savoy Elementary School and at Thurgood Marshall Academy, but the gymnasium will need to serve as the primary space for large assemblies for both schools.

Savoy Recreation and Community Center

Consistent with a *full service community school* model, the after school activities and opportunities available to students should enhance their mental and physical well-being; help them be successful in school; and support them in positive relationships to their community. Recreation facilities located in schools have a special responsibility in the students attending these schools. The programs at the Savoy Recreation Center should be tailored to the needs of Thurgood Marshall Academy and Savoy students, in particular, with opportunities for broader community services—including to other children, youth and seniors whenever possible.

The Savoy Recreation Program, which has operated out of Savoy Elementary School since the school opened in 1968, is programmed, managed and funded by the DC Department of Parks and Recreation. The Department of Parks and Recreation is developing a Master Plan for their programs and properties. The basic elements of this plan as described by the Consultants—Michael Baker and Associates are:

Demographic and Economic Analysis

A critical component of any master plan is to identify population and economic trends. DPR is looking at current residential demographics and utilizing five-year projections to determine future community profiles. This analysis will then use these projections to describe demand and changes in demand on with regard to need for parks, programs, and facilities across the city.

Program Analysis

An analysis of DPR programs will present the current state of recreation programming in the District. This analysis will present data about the current programs by major program

type and then categorize programs into core and enhanced programs - programs that are offered in all facilities and programs tailored to the local site and neighborhood

Property Analysis

DPR will review all current recreation facilities, and District-managed parks to determine the following:

- 1. Accessibility of recreation centers, pools, playgrounds and parks to neighborhoods and communities citywide.*
- 2. Policies, management practices and techniques to preserve, protect and enhance natural resources and recommend educational programs created to encourage understanding of the sensitive nature of the environment.*
- 3. Facility Conditions Index Report - a comparative indicator of the relative condition of facilities. Facility Condition Indexes for DPR facilities will become a useful tool in determining annual investment in repairs and renovations versus removal and replacement of facilities. FCI values are the costs associated with repairing a facility versus replacement of a facility. A 50% FCI value would mean that it is half the cost to replacement versus repair, therefore showing that replacement of a facility is more feasible than repairing a facility.*

Financial Analysis

The purpose of the analysis of revenue sources is to match projected future funding needs, including maintenance, with projected future revenues and to assure that the Department's programming needs and plans drive the capital investment process. This analysis will also examine the Department's current policies and procedures related to the dedication of existing revenues to support program and open space activities, as well as the potential for enhancement of revenues through the creation of public/private partnerships and exploring grant opportunities.

Unfortunately, these elements have not been completed by the consultants in time for this Program Specification. However, there are some priorities that have emerged from the public engagement process for the Comprehensive Plan that are relevant to the development of the Campus Center at Savoy/TMA. These are the recommendations to:

- Develop and maintain new recreation center facilities by “co-locating” such facilities with libraries, health care clinics, schools, community meeting space, etc.
- Promote expanded partnerships with the National Park Service and other District agencies to broaden the range of recreational opportunities available to District residents.
- Promote expanded roles for citizens, local civic and citizens associations, sports and recreation clubs, and local businesses in the planning, maintenance and oversight of parks, open spaces and recreational facilities.

Recreation Program at Savoy

Although DPR has not completed its demographic analysis for the city, some preliminary information is known for the Savoy area. In the first place, since nearly 700 children ages 3-18 are already on site, the first population in need of recreation programming is the students from Savoy Elementary School and Thurgood Marshall Academy. In

addition, using recently available geo-coded addresses for all of the DCPS and public charter school students currently enrolled in public schools, we know that there are a total of 2,372 public and public charter school students who live within one half mile of Savoy Elementary School. Eight hundred of these students are ages 13-18 years old.

Currently, DPR operates two programs that serve about 60 Savoy students in after school programs. There is a structured fee-based before and after school program operated by DPR's Office of Educational Services, which currently serves 15 children. Hot snack and dinner are provided. This small program is also available as a summer camp.

In addition, DPR operates an unstructured after school program for Savoy students. About 40-50 Savoy students take advantage of this free, but application required program where homework assistance is provided and snacks are sometimes available. DPR reports that as part of improving the quality of its programs and services, the after school program will become more structured with snacks and homework assistance routinely provided.

After 6pm and the Savoy students leave, neighborhood teens are encouraged to drop in to play basketball and other sports and watch TV until 9PM. There is a desire to change the type of programming for the drop-in program, as well, by better structuring activities and attention to youth who participate.

Increasing the educational and recreational opportunities offered by DPR will benefit Savoy and TMA, but DCPS with Savoy Elementary leadership and Thurgood Marshall Academy, may also explore using not-for-profit partners to provide supplemental educational and recreation services at the Center in partnership with the Department of Recreation in order to enhance the programs and services available to their students.

Outdoor Play Areas

The outdoor play areas need to be designed to support play and education for students and accommodate the adults who must supervise them and work with them outside. The outside areas included in this programming are not used by TMA, but will be used by the Savoy Elementary School, the Savoy Recreation Program and the public.

Outdoor areas should be thoughtfully designed to support play and education. The school yard should be thought of as a place to give children an optimal environment for gross motor development; positive social interactions; place to stimulate imagination and new support skill development and provide students a health environment within which to let off energy and renew energy for classroom work. It should incorporate educational features—on environment, geography, mathematics as much as possible. It should be easy to monitor; aesthetically pleasing with differentiated play areas, and be environmentally responsible.

The exterior play areas need to support:

- 1) Places for students to run, and play ball games.
- 2) Place for basketball for multiple baskets for young children.
- 3) Hard surface for jump rope, marbles, hopscotch.
- 4) Areas with play equipment, using vertical spaces for interesting play items like retaining wall, fence areas.
- 5) Places to sit and talk with each other.
- 6) Places for imaginary play.
- 7) Places for teachers or other adults to sit and monitor or observe children outside.
- 8) Places for students for casual watching of basketball and play field.
- 9) Place for outdoor classroom, where up to 25 students can sit comfortably on the ground or at tables for outdoor class activities.
- 10) Places to line up to go back into building.
- 11) Plantings and features, such as rain garden and raised beds where students can learn about and engage in gardening and environmental concepts.
- 12) Handicapped access from main building to play areas.

Many of these features are already designed into the improved outdoor play areas on the Howard Road side of the school, however, the early childhood outdoor play areas need to be fully re-designed and improved to support the early childhood classrooms, as well as parents of young children in the neighborhood.

Project Design Factors

The modernization of Savoy Elementary School and the rebuilding of the multi-purpose room into a Community Campus Center offers the opportunity to improve other elements of Savoy Elementary School and the community.

Entrance

The school should offer a welcoming and cheerful welcome to students, parents and staff. The front door of the school is on Shannon Place and needs to be enhanced for aesthetic and security reasons and become the sole entrance for students, parents and visitors. Protection from the elements will be provided by a new canopy over the entrance porch. In addition the brick wall at the front of the school, along Shannon Place, will be removed and replaced with a visible fence, helping to create a more welcome front to the school.

Site

The area surrounding Savoy Elementary School needs to be fully improved to support the Savoy Elementary School and contribute to the important corner at Martin Luther King, Blvd and the Shannon and Howard Road gateway into Anacostia. Easy to care for landscaping, fencing, and lighting will be designed to support the Savoy programs, neighborhood safety and access. A portion of the front may be incorporated into the early childhood playground to expand the space. The outdoor terrace on the Howard

Road side will be rebuilt to accommodate the new multipurpose room at the western end of the school. The recently built athletic field, basketball court and play area will remain. The staff parking lot will be resurfaced and repainted to maximize the number of parking spaces. It will be appropriated fenced and lit to make it secure for teachers and staff.

School Interior

The display of children's work—should be widespread throughout the school. Like the aquariums in the front hall, opportunity for passive learning should be a part of the interior and exterior environment. There needs to good lighting in the hallways and display areas in the halls to enable easy ways to display student work.

In the interest of fully utilizing public education assets to the benefit of the education of children and youth, the Savoy Elementary School classrooms will need to be designed so they could be used for extended learning. There may be an extended day for students who need added help. These classes may or may not be taught by the regular classroom teachers. To support shared use of classrooms, some classrooms need to be able to secure regular day student classroom work and the teachers' work.

Sustainable Design Elements

With the replacement of the existing multi-purpose area, the Savoy School will have the opportunity to replace the existing roof on the new gymnasium area with a green roof. It may also provide the school with an area for an outdoor science classroom off the interior science classroom in the school. Through the design process, the architects and engineers should identify cost effective sustainable elements that will reduce long term operating costs for the District and DCPS, improve the environment and contribute to the environmental education of children.

SAVOY ELEMENTARY SCHOOL							
Program Summary- Scheme 1/Scheme 2							
		Master Plan		Scheme 1		Scheme 2	
Space Category	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
Academic Core	25,847 nsf	21,850 nsf	-3,997 nsf	24,918 nsf	-929 nsf	24,918 nsf	-929 nsf
Media Center	1,191 nsf	2,520 nsf	1,329 nsf	2,520 nsf	1,329 nsf	2,520 nsf	1,329 nsf
Visual Arts	695 nsf	1,325 nsf	630 nsf	1,000 nsf	305 nsf	1,000 nsf	305 nsf
Music	695 nsf	1,050 nsf	355 nsf	1,050 nsf	355 nsf	1,050 nsf	355 nsf
Administrative	2,146 nsf	1,955 nsf	-191 nsf	3,285 nsf	1,139 nsf	3,285 nsf	1,139 nsf
Student Dining & Food Services	6,436 nsf	4,950 nsf	-1,539 nsf	4,240 nsf	-2,196 nsf	4,240 nsf	-2,196 nsf
Multi-Purpose Shared Activity Areas	1,533 nsf						
Engineering & Custodial Services	1,797 nsf	600 nsf	-1,197 nsf	600 nsf	-1,197 nsf	600 nsf	-1,197 nsf
Building Services	4,230 nsf	5,304 nsf	1,074 nsf	3,473 nsf	-757 nsf	3,473 nsf	-757 nsf
Existing Elementary School Facility	44,570 nsf	39,554 nsf		41,086 nsf		41,086 nsf	
Net-to-Gross Multiplier:	1.38						
Existing Gross Floor Area	61,578 gsf	54,648 gsf		56,764 gsf		56,764 gsf	

JOINT USE FACILITY							
Physical Education-Recreation-Fitness-Athletics (SAVOY, TMA & DPR)							
		Master Plan		Scheme 1		Scheme 2	
Room Name	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
Physical Education	0 nsf	14,500 nsf	14,500 nsf	13,754 nsf	13,754 nsf	16,230 nsf	16,230 nsf
Multi-Purpose Shared Activity Areas	1,533 nsf	2,250 nsf	3,120 nsf	3,120 nsf	1,587 nsf	2,945 nsf	1,412 nsf
Proposed Addition (nsf)		16,750 nsf	17,620 nsf	16,874 nsf	15,341 nsf	19,175 nsf	17,642 nsf
Proposed Gross Area (Net x 1.38)		24,316 gsf		21,171 gsf		24,346 gsf	
TOTAL PROPOSED GSF:		78,963 gsf		77,935 gsf		81,110 gsf	
				Includes 41 Surface Parking for Savoy		**plus underground parking approx. 45 cars	

SAVOY ELEMENTARY SCHOOL							
Core Academic - (Without Commons)							
		Master Plan		Scheme 1		Scheme 2	
Room Name	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
Head Start	495 nsf	1,175 nsf	680 nsf	1,115 nsf	620 nsf	1,115 nsf	620 nsf
Head Start	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Pre School Classroom	518 nsf	1,175 nsf	657 nsf	1,075 nsf	557 nsf	1,075 nsf	557 nsf
<i>Pre-K</i>	<i>0 nsf</i>	<i>1,175 nsf</i>	<i>1,175 nsf</i>	1,100 nsf	1,100 nsf	1,100 nsf	1,100 nsf
Pre-K	1,000 nsf	1,175 nsf	175 nsf	1,108 nsf	108 nsf	1,108 nsf	108 nsf
Kindergarten Classroom	1,045 nsf	1,175 nsf	130 nsf	1,000 nsf	-45 nsf	1,000 nsf	-45 nsf
Kindergarten Classroom	1,110 nsf	1,175 nsf	65 nsf	1,110 nsf	0 nsf	1,110 nsf	0 nsf
Grade 1 Classroom	695 nsf	1,175 nsf	480 nsf	995 nsf	300 nsf	995 nsf	300 nsf
Grade 1 Classroom	695 nsf	1,175 nsf	480 nsf	1,090 nsf	395 nsf	1,090 nsf	395 nsf
Grade 2 Classroom	695 nsf	1,000 nsf	305 nsf	990 nsf	295 nsf	990 nsf	295 nsf
Grade 2 Classroom	695 nsf	1,000 nsf	305 nsf	1,090 nsf	395 nsf	1,090 nsf	395 nsf
Grade 3 Classroom	695 nsf	1,000 nsf	305 nsf	1,000 nsf	305 nsf	1,000 nsf	305 nsf
Grade 3 Classroom	695 nsf	1,000 nsf	305 nsf	1,090 nsf	395 nsf	1,090 nsf	395 nsf
Grade 4 Classroom	695 nsf	1,000 nsf	305 nsf	995 nsf	300 nsf	995 nsf	300 nsf
Grade 4 Classroom	695 nsf	1,000 nsf	305 nsf	1,090 nsf	395 nsf	1,090 nsf	395 nsf
Grade 5 Classroom	695 nsf	1,000 nsf	305 nsf	990 nsf	295 nsf	990 nsf	295 nsf
Grade 5 Classroom	695 nsf	1,000 nsf	305 nsf	1,090 nsf	395 nsf	1,090 nsf	395 nsf
Grade 6 Classroom	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Reading Classroom	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Math Classroom	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf

Savoy ES Campus Program Requirements

April 2006

ESL	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Parent Resource Classroom	695 nsf	500 nsf	-195 nsf	695 nsf	0 nsf	695 nsf	0 nsf
Student Services	0 nsf	150 nsf	150 nsf	120 nsf	120 nsf	120 nsf	120 nsf
Student Services	0 nsf	150 nsf	150 nsf	140 nsf	140 nsf	140 nsf	140 nsf
Speech Room	695 nsf	200 nsf	-495 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Psych/Social Worker	445 nsf	0 nsf	-445 nsf	0 nsf	-445 nsf	0 nsf	-445 nsf
Special Needs Classroom A	695 nsf	900 nsf	205 nsf	1,400 nsf	705 nsf	1,400 nsf	705 nsf
Special Needs Classroom B	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Special Needs Classroom C	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Special Needs Classroom D	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Academic Resource	0 nsf	0 nsf	0 nsf	470 nsf	470 nsf	470 nsf	470 nsf
Academic Resource	0 nsf	0 nsf	0 nsf	695 nsf	695 nsf	695 nsf	695 nsf
Academic Resource	0 nsf	0 nsf	0 nsf	695 nsf	695 nsf	695 nsf	695 nsf
Kitchen/Laundry	0 nsf	400 nsf	400 nsf	350 nsf	350 nsf	350 nsf	350 nsf
Storage	695 nsf	200 nsf	-495 nsf	350 nsf	-345 nsf	350 nsf	-345 nsf
Storage	644 nsf	200 nsf	-444 nsf	200 nsf	-444 nsf	200 nsf	-444 nsf
Storage	271 nsf	0 nsf	-271 nsf	200 nsf	-71 nsf	200 nsf	-71 nsf
Savoy Clothing Storage	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Outdoor Storage-Early Childhood	172 nsf	200 nsf	28 nsf	150 nsf	-22 nsf	150 nsf	-22 nsf
Teacher Lounge/Office	0 nsf	0 nsf	0 nsf	695 nsf	695 nsf	695 nsf	695 nsf
Workroom/Teacher Office/Toilet	695 nsf	450 nsf	-245 nsf	430 nsf	-265 nsf	430 nsf	-265 nsf
Project Lab/Science Lab	695 nsf	1,100 nsf	405 nsf	1,400 nsf	705 nsf	1,400 nsf	705 nsf
Vacant Room	682 nsf	0 nsf	-682 nsf	0 nsf	-682 nsf	0 nsf	-682 nsf
Vacant Room	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Vacant Room	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Bookroom Storage	350 nsf	0 nsf	-350 nsf	0 nsf	-350 nsf	0 nsf	-350 nsf
Bookroom Storage	350 nsf	0 nsf	-350 nsf	0 nsf	-350 nsf	0 nsf	-350 nsf
Core Academic Total	25,847 nsf	21,850 nsf	-3,997 nsf	24,918 nsf	-929 nsf	24,918 nsf	-929 nsf

SAVOY ELEMENTARY SCHOOL							
Media Center							
		Master Plan		Scheme 1		Scheme 2	
Room Name	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
Reading/Learning/Circulation	1,106 nsf	1,150 nsf	44 nsf	1,150 nsf	44 nsf	1,150 nsf	44 nsf
Media Production Area	0 nsf	300 nsf	300 nsf	300 nsf	300 nsf	300 nsf	300 nsf
Computer Project Lab	0 nsf	650 nsf	650 nsf	650 nsf	650 nsf	650 nsf	650 nsf
Office	85 nsf	120 nsf	35 nsf	120 nsf	35 nsf	120 nsf	35 nsf
Telecom Head End Room	0 nsf	100 nsf	100 nsf	100 nsf	100 nsf	100 nsf	100 nsf
Workroom/Storage	0 nsf	200 nsf	200 nsf	200 nsf	200 nsf	200 nsf	200 nsf
Media Center Total	1,191	2,520 nsf	1,329 nsf	2,520 nsf	1,329 nsf	2,520 nsf	1,329 nsf
*if no addition - this square footage should be subtracted from Academic Core - Academic Resources category							

SAVOY ELEMENTARY SCHOOL							
Visual Arts							
		Master Plan		Scheme 1		Scheme 2	
Room Name	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
Art Lab	695 nsf	1,175 nsf	480 nsf	850 nsf	155 nsf	850 nsf	155 nsf
Art Storage	0 nsf	150 nsf	150 nsf	150 nsf	150 nsf	150 nsf	150 nsf
Visual Arts Total	695 nsf	1,325 nsf	630 nsf	1,000 nsf	305 nsf	1,000 nsf	305 nsf

SAVOY ELEMENTARY SCHOOL							
Music							
		Master Plan		Scheme 1		Scheme 2	
Room Name	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
General Music	695 nsf	900 nsf	205 nsf	950 nsf	255 nsf	950 nsf	255 nsf
Music Storage	0 nsf	150 nsf	150 nsf	100 nsf	100 nsf	100 nsf	100 nsf
Music Total	695 nsf	1,050 nsf	355 nsf	1,050 nsf	355 nsf	1,050 nsf	355 nsf

SAVOY ELEMENTARY SCHOOL							
Administrative							
		Master Plan		Scheme 1		Scheme 2	
Room Name	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
<u>General Admin</u>							
Welcome Center	0 nsf	300 nsf	300 nsf				
Security Area w/ Locking Storage	86 nsf	75 nsf	-11 nsf				
Conference Room	275 nsf	200 nsf	-75 nsf				
Principal's Office	300 nsf	180 nsf	-120 nsf				
Data Entry Office	178 nsf	150 nsf	-28 nsf				
Administrative Workroom	335 nsf	150 nsf	-185 nsf				
Mail Room	0 nsf	75 nsf	75 nsf				
Records Room	62 nsf	100 nsf	38 nsf				
Parent Resource Center	0 nsf	200 nsf	200 nsf				
Staff Toilet	24 nsf	50 nsf	26 nsf				
Sub Total	1,260 nsf	1,480 nsf	220 nsf	2,200 nsf	940 nsf	2,200 nsf	940 nsf
<u>Student Services Suite</u>							
Counselor's Office	275 nsf	150 nsf	-125 nsf				
Toilet	28 nsf	50 nsf	22 nsf				
Sub Total	303 nsf	200 nsf	-103 nsf	385 nsf	82 nsf	385 nsf	82 nsf

<u>Health Suite</u>							
Office/Waiting	311 nsf	100 nsf	-211 nsf				
Cots	237 nsf	100 nsf	-137 nsf				
Storage	0 nsf	25 nsf	25 nsf				
Toilet	35 nsf	50 nsf	15 nsf				
Sub Total	583 nsf	275 nsf	-308 nsf	700 nsf	117 nsf	700 nsf	117 nsf
Administrative Total	2,146 nsf	1,955 nsf	-191 nsf	3,285 nsf	1,139 nsf	3,285 nsf	1,139 nsf

SAVOY ELEMENTARY SCHOOL							
Student Dining & Food Services (MULTIPURPOSE ROOM)							
		Master Plan		Scheme 1		Scheme 2	
Room Name	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
Student Dining Area/Multipurpose	3,890 nsf	2,600 nsf	-1,290 nsf	2,600 nsf	-1,290 nsf	2,600 nsf	-1,290 nsf
Stage	440 nsf	850 nsf	410 nsf	430 nsf	-10 nsf	430 nsf	-10 nsf
Chair/Table Storage	132 nsf	200 nsf	68 nsf	160 nsf	28 nsf	160 nsf	28 nsf
Kitchen							
Food Preparation Area	1,024 nsf	400 nsf	-624 nsf				
Serving Area	338 nsf	200 nsf	-138 nsf				
Dry Food Storage	109 nsf	150 nsf	41 nsf				
Freezer & Cooler	172 nsf	125 nsf	-47 nsf				
Ware Washing	0 nsf	75 nsf	75 nsf				
Paper Products Storage	109 nsf	75 nsf	-34 nsf				
Cleaning Storage	44 nsf	50 nsf	6 nsf				
Lockers	120 nsf	75 nsf	-45 nsf				
Toilet	0 nsf	50 nsf	50 nsf				
Food Service Office	58 nsf	100 nsf	42 nsf				
Kitchen (sub total)	1,974 nsf	1,300 nsf	-727 nsf	1,050 nsf	-924 nsf	1,050 nsf	-924 nsf
Student Dining & Food Service Total	6,436 nsf	4,950 nsf	-1,539 nsf	4,240 nsf	-2,196 nsf	4,240 nsf	-2,196 nsf

SAVOY ELEMENTARY SCHOOL							
Custodial Services							
		Master Plan		Scheme 1		Scheme 2	
Room Name	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
Supply Storage/Receiving	350 nsf	350 nsf	0 nsf	350 nsf	0 nsf	350 nsf	0 nsf
Toilet/Shower	100 nsf	100 nsf	0 nsf	100 nsf	0 nsf	100 nsf	0 nsf
Custodial Office	352 nsf	150 nsf	-202 nsf	150 nsf	-202 nsf	150 nsf	-202 nsf
Maintenance Office	695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf	0 nsf	-695 nsf
Maintenance Storage	300 nsf	0 nsf	-300 nsf	0 nsf	-300 nsf	0 nsf	-300 nsf
Engineering & Custodial Total	1,797 nsf	600 nsf	-1,197 nsf	600 nsf	-1,197 nsf	600 nsf	-1,197 nsf

SAVOY ELEMENTARY SCHOOL							
Building Services							
		Master Plan		Scheme 1		Scheme 2	
Room Name	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
Large Group Restrooms - 1st Floor	512 nsf	1,150 nsf	638 nsf	0 nsf	-512 nsf	0 nsf	-512 nsf
Small Group Restrooms - 1st Floor	460 nsf	460 nsf	0 nsf	460 nsf	0 nsf	460 nsf	0 nsf
Large Group Restrooms - 2nd Floor	512 nsf	512 nsf	0 nsf	512 nsf	0 nsf	512 nsf	0 nsf
Large Group Restrooms - 3rd Floor	512 nsf	512 nsf	0 nsf	512 nsf	0 nsf	512 nsf	0 nsf
Custodial Closets	103 nsf	60 nsf	-43 nsf	76 nsf	-27 nsf	76 nsf	-27 nsf
Electrical Closets	0 nsf	60 nsf	60 nsf	60 nsf	60 nsf	60 nsf	60 nsf
Technology Closet	0 nsf	50 nsf	50 nsf	50 nsf	50 nsf	50 nsf	50 nsf
Mechanical/Electrical Rooms/Decks	1,230 nsf	2,200 nsf	970 nsf	1,453 nsf	223 nsf	1,453 nsf	223 nsf
Outdoor Storage Area	257 nsf	150 nsf	-107 nsf	150 nsf	-107 nsf	150 nsf	-107 nsf
Central Storage Area	644 nsf	150 nsf	-494 nsf	200 nsf	-444 nsf	200 nsf	-444 nsf
Building Services Total	4,230 nsf	5,304 nsf	1,074 nsf	3,473 nsf	-757 nsf	3,473 nsf	-757 nsf

JOINT USE BUILDING							
Physical Education – Recreation – Fitness - Athletics (SAVOY, TMA & DPR)							
		Master Plan		Scheme 1		Scheme 2	
Room Name	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
Gymnasium	0 nsf	8,500 nsf	8,500 nsf	8,500 nsf	8,500 nsf	8,500 nsf	8,500 nsf
Fitness Room	0 nsf	900 nsf	900 nsf	1,500 nsf	1,500 nsf	1,400 nsf	1,400 nsf
TMA PE Office	0 nsf	200 nsf	200 nsf	115 nsf	115 nsf	250 nsf	250 nsf
Storage (Savoy)	0 nsf	300 nsf	300 nsf	200 nsf	200 nsf	350 nsf	350 nsf
Storage (TMA)	0 nsf	300 nsf	300 nsf	300 nsf	300 nsf	350 nsf	350 nsf
Storage (DPR)	0 nsf	300 nsf	300 nsf	400 nsf	400 nsf	600 nsf	600 nsf
Public Toilets	0 nsf	250 nsf	250 nsf	157 nsf	157 nsf	275 nsf	275 nsf
Public Toilets	0 nsf	250 nsf	250 nsf	157 nsf	157 nsf	275 nsf	275 nsf
2nd Flr Toilets	0 nsf	0 nsf	0 nsf	200 nsf	200 nsf	0 nsf	0 nsf
Lobby	0 nsf	1,200 nsf	1,200 nsf	875 nsf	875 nsf	1,350 nsf	1,350 nsf
TMA Locker Room (girls)	0 nsf	500 nsf	500 nsf	530 nsf	530 nsf	500 nsf	500 nsf
TMA Locker Room (boys)	0 nsf	500 nsf	500 nsf	500 nsf	500 nsf	500 nsf	500 nsf
Subtotal		13,200 nsf	13,200 nsf	13,434 nsf	13,434 nsf	14,350 nsf	14,350 nsf
Add Alternates:							
Bleachers (400 seats)	0 nsf	0 nsf	0 nsf	0 nsf	0 nsf	1,050 nsf	1,050 nsf
Dance/Exercise Room	0 nsf	500 nsf	500 nsf	0 nsf	0 nsf	0 nsf	0 nsf
Stage	0 nsf	600 nsf	600 nsf	320 nsf	320 nsf	600 nsf	600 nsf
Concession	0 nsf	200 nsf	200 nsf	0 nsf	0 nsf	230 nsf	230 nsf
		1,300 nsf	1,300 nsf	320 nsf	320 nsf	1,880 nsf	1,880 nsf
Physical Education Total	0 nsf	14,500 nsf	14,500 nsf	13,754 nsf	13,754 nsf	16,230 nsf	16,230 nsf
Office/Computer Lab/ Toilet	416 nsf	500 nsf	84 nsf	450 nsf	34 nsf	450 nsf	34 nsf

Savoy ES Campus Program Requirements

April 2006

Storage	81 nsf	50 nsf	-31 nsf	50 nsf	-31 nsf	50 nsf	-31 nsf
Activities Room/health classroom	422 nsf	500 nsf	78 nsf	1,300 nsf	878 nsf	1,200 nsf	778 nsf
Before/After School	614 nsf	700 nsf	86 nsf	695 nsf	81 nsf	695 nsf	81 nsf
Senior Room	0 nsf	500 nsf	500 nsf	625 nsf	625 nsf	550 nsf	550 nsf
Multi-Purpose Activity Areas	1,533 nsf	2,250 nsf	717 nsf	3,120 nsf	1,587 nsf	2,945 nsf	1,412 nsf

Campus Site and Parking							
		Master Plan		Scheme 1		Scheme 2	
Room Name	Existing Net Area	Proposed Net Area	Net Change	Proposed Net Area	Net Change	Proposed Net Area	Net Change
Soft play areas							
Basketball Court							
Upper Grade Play Equipment Area							
Early Childhood Play Area							
Upper Grades Hardscape Play Areas							
Savoy Surface Parking							
TMA Surface Parking							
DPR Surface Parking							
Underground Parking							

Detailed Space Descriptions

Dining/Custodial

Space Description:

Room: Cafeteria/Multipurpose Room
Users: students/staff
Size SF: 2,600 nsf

Finishes:

Floor : Tile
Wall : Painted GWB/CMU
Ceiling: ACP
Door: Flush wood door
Window: Metal frame
Casework:
Sound Isolation:

Equipment:

Fixed: Mounting Brackets for TV, Motorized
 projection screen
 tables and seating for 1/3 of
Movable: school capacity

Mechanical:

HVAC: no special requirements
 water for drinking fountain/ connections for exterior
Plumbing: water fountain.

Electrical/Technology:

Light Level:
Fixtures:
Power: Audio system
Telephone: Voice/data port
TV: 2 cable MATV ports, 2 TVs
Computer:

Space Category: Dining/Custodial

Space Description:

Room: Stage
Users: Students
Size SF: 430 nsf

Finishes:

Floor : Tile
 Painted
Wall : GWB/CMU
Ceiling: ACP
Door: None
Window: None
Casework:
Sound Isolation:

Equipment:

Fixed: Curtains and backdrops, stage must be handicapped
 accessible
Movable: Sound system

Mechanical:

HVAC: No special requirements
Plumbing: None

Electrical/Technology:

Light Level:
Fixtures:
Power: Power for sound system, electrical outlets on walls
Telephone: None
TV: None
Computer: None

Space Category: Dining/Custodial

Space Description:

Room: Kitchen
Users: Staff of 2
Size SF: 1,050 nsf includes Food Prep, Servery, Storage, Freezer and Cooler,
Ware washing, lockers, toilet, office

Finishes:

Floor : Tile
Wall : Painted CMU/GWB
Ceiling: ACP
Door: Wood with view panels
Window: Metal frame
Casework:
Sound Isolation:

Equipment:

Fixed: To be determined by food Service Consultants in accordance with Dept. of Health.
Movable: Work station in office

Mechanical:

HVAC:
Plumbing: Hot and cold water for sinks

Electrical/Technology:

Light Level:
Fixtures:
Power: Duplex outlets on each wall
Telephone: Voice and Data port at work station
TV:
Computer: Computer in office and at end of servery line

Space Category: Dining/Custodial

Space Description:

Room: Freezer
Users:
Size SF: to be determined

Finishes:

Floor :
Wall :
Ceiling:
Door:
Window:
Casework:
Sound Isolation:

Equipment:

Fixed:
Movable:

Mechanical:

HVAC:
Plumbing:

Electrical/Technology:

Light Level:
Fixtures:
Power:
Telephone:
TV:
Computer:

Space Category: Dining/Custodial

Space Description:

Room: Kitchen Storage

Users:

Size SF: to be determined

Finishes:

Floor :

Wall :

Ceiling:

Door:

Window:

Casework:

Sound Isolation:

Equipment:

Fixed:

Movable:

Mechanical:

HVAC:

Plumbing:

Electrical/Technology:

Light Level:

Fixtures:

Power:

Telephone:

TV:

Computer:

Space Category: Dining/Custodial

Space Description:

Room: Kitchen Office
Users:
Size SF: to be determined

Finishes:

Floor :
Wall :
Ceiling:
Door:
Window:
Casework:
Sound Isolation:

Equipment:

Fixed:
Movable:

Mechanical:

HVAC:
Plumbing:

Electrical/Technology:

Light Level:
Fixtures:
Power:
Telephone:
TV:
Computer:

Space Category: Dining/Custodial

Space Description:

Room: Staff Lockers and Bathroom
Users:
Size SF: to be determined

Finishes:

Floor : VCT/CT
Wall : GWB/CT
Ceiling: ACP
Door: Wood
Window:
Casework:
Sound Isolation:

Equipment:

Fixed: metal lockers
Movable:

Mechanical:

HVAC: negative pressure
Plumbing: toilets/lavatories

Electrical/Technology:

Light Level: 30 fc
Fixtures: recessed fluorescent
Power: (2) GFCI duplex outlets
Telephone:
TV:
Computer:

Space Category: Dining/Custodial

Space Description:

Room: Supply Storage/Receiving
Users:
Size SF: 350 nsf

Finishes:

Floor : Tile
Wall : Painted GWB/CMU
Ceiling: ACP
Door: Flush wood door
Window: Metal frame
Casework:
Sound Isolation:

Equipment:

Fixed:
Movable: Metal Shelves

Mechanical:

HVAC: No special requirements
Plumbing: None

Electrical/Technology:

Light Level: 30 fc
Fixtures: recessed fluorescent
Power:
Telephone:
TV:
Computer:

Space Category: Dining/Custodial

Space Description:

Room: Toilet/Shower
Users: Custodians/Engineer
Size SF: 100 nsf

Finishes:

Floor : CT
Wall : Painted GWB/CMU/CT
Ceiling: ACP
Door: Flush wood door
Window: Metal frame
Casework:
Sound Isolation:

Equipment:

Fixed:
Movable:

Mechanical:

HVAC: Exhaust fan
Plumbing: Toilet, lavatory, stall shower

Electrical/Technology:

Light Level: 15 fc
Fixtures: recessed fluorescent/UL rated
Power:
Telephone:
TV:
Computer:

Support Space

Space Description:

Room: Janitor's Closet
Users:
Size SF: 76 nsf 3 Rooms

Finishes:

Floor : Sealed concrete/VCT
 Painted GWB/existing painted
Wall : CMU
Ceiling: ACP
Door: Flush wood door
Window: None
Casework: None
Sound Isolation: None

Equipment:

Fixed: mop and broom holder
Movable: None

Mechanical:

HVAC: No special req.
Plumbing: Mop sink

Electrical/Technology:

Light Level: 15 footcandles
Fixtures: Pendant fluorescent fixture
Power: (1) GFCI duplex outlet
Telephone: None
TV: None
Computer: None

Space Category: Custodial

Space Description:

Room: Custodial Office
Users:
Size SF: 150 nsf

Finishes:

Floor : VCT
Wall : Painted GWB/CMU
Ceiling: ACP
Door: Flush wood door
Window: Metal frame
Casework:
Sound Isolation:

Equipment:

Fixed:
Movable: 2 work stations with chairs

Mechanical:

HVAC: No special requirements
Plumbing: None

Electrical/Technology:

Light Level: 50 fc
Fixtures: recessed fluorescent
Power: Duplex outlets on each wall
Voice and data port at each
Telephone: desk
TV:
Computer: Computer at each desk

Space Category: Support Space

Space Description:

Room: Server/ IT Room
Users:
Size SF: To Be Determined

Finishes:

Floor : VCT
Wall : GWB or existing painted CMU
Ceiling: ACP
Door: Flush wood door
Window: No special requirements
Casework:
Sound Isolation:

Equipment:

Fixed:
Movable:

Mechanical:

HVAC: Additional cooling
Plumbing: no special requirements

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent fixtures
Power: as needed for servers
Telephone: Data and voice
TV:
 Network outlet at computer
Computer: locations

Space Category: Support Space

Space Description:

Room: Boys Restroom
Users:
Size SF: 230, 256, 256 nsf

Finishes:

Floor : CT
Wall : CT, painted GWB
Ceiling: ACP
Door: Flush wood door
Window: Metal frame
Casework: None
Sound Isolation: STC 37

Equipment:

Fixed:
Movable:

Mechanical:

HVAC: Negative pressure
Plumbing: Toilets, lavatories - number?

Electrical/Technology:

Light Level: 15 footcandles
Fixtures: Pendant fluorescent fixture
Power: (2) GFCI duplex outlet
Telephone: None
TV: None
Computer: None

Space Category: Support Space

Space Description:

Room: Girls Restroom
Users:
Size SF: 230, 256, 256 nsf

Finishes:

Floor : CT
Wall : CT, painted GWB
Ceiling: ACP
Door: Flush wood door
Window: Metal frame
Casework: None
Sound Isolation: STC 37

Equipment:

Fixed:
Movable:

Mechanical:

HVAC: Negative pressure
Plumbing: Toilets, lavatories

Electrical/Technology:

Light Level: 15 footcandles
Fixtures: Pendant fluorescent fixture
Power: (2) GFCI duplex outlet
Telephone: None
TV: None
Computer: None

Space Category: Support Space

Space Description:

Room: Faculty Staff Restroom
Users: Staff
Size SF: 1 per floor

Finishes:

Floor : CT
Wall : CT, painted GWB
Ceiling: ACP
Door: Flush wood door
Window: None
Casework: None
Sound Isolation: STC 37

Equipment:

Fixed:
Movable:

Mechanical:

HVAC: Negative pressure
Plumbing: Toilet, lavatory

Electrical/Technology:

Light Level: 30 footcandles
Fixtures: Pendant fluorescent fixture
Power: (2) GFCI duplex outlet
Telephone: None
TV: None
Computer: None

Space Category: Support Space

Space Description:

Room: Main Lobby
Users:
Size SF: 1200 SF

Finishes:

Floor : Linoleum/VCT
Wall : Painted CMU, GWB
Ceiling: ACP
Door: Glass doors
Window: None
Casework: Fish tanks/display cases
Sound Isolation: None

Equipment:

Fixed: None
Movable: Benches

Mechanical:

HVAC: No special req.
Plumbing: None

Electrical/Technology:

Light Level: 15-30 footcandles
Fixtures: Pendant fluorescent fixtures
Power: (6) duplex outlets evenly distributed
Telephone: Intercom jack connection
TV: None
Computer: None

Core Academic

Space Description:

Room: Pre School/Head Start/Pre-K Classroom w/Toilet, 4 classrooms
Users: up to 25 students and 3 staff members per room
Size SF: 1,075, 1,100, 1,108, 1,115nsf

Finishes:

Floor : VCT and area rugs
Wall : Painted GWB and existing painted CMU
Ceiling: ACP
Door: Flush door w/ vision panel at ground level
Window: Metal frame
Casework: Plastic laminate shelving - deep
 (25) cubbies
 Teacher wardrobe unit - lockable
 Wall cabinets w/ lockable doors
 Base cabinets w/lockable doors
Sound Isolation: STC-37

Equipment:

Fixed: Dry erase board w/ map rails
 Bracket for ceiling mounted tv
 Bracket for ceiling mounted projector
 Tackboards
 Projection screen
 Soap dispenser at each sink
 Paper towel dispenser at each sink - large roll
 Toilet paper dispenser
Movable: Tables -round or kidney-bean shaped for 5-6 students
 Chairs, 4 drawer file cabinet
 Metal shelves in storage closet

Mechanical:

HVAC: No special req.
Plumbing: (1) toilet
 (2) sinks, sink in classroom with 1 bubbler

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent fixtures
Power: 6 double outlets evenly distributed
Telephone: Intercom jack connection
TV: Cable/MATV port at TV bracket
Computer: Network outlet at computer locations
No of Computers: 2 workstations, 1 printstation

Space Category: Core Academic

Space Description:

Room: Kindergarten Classroom w/Toilet, 2 classrooms
Users: up to 25 students and 3 staff members per room
Size SF: 1,000, 1,110 includes 50sf toilet and 100sf storage closet

Finishes:

Floor : VCT and area rugs
Wall : Painted GWB and existing painted CMU
Ceiling: ACP
Door: Flush door w/ vision panel at ground level
Window: Metal frame
Casework: Plastic laminate shelving - deep
 (25) cubbies
 Wall cabinets with lockable doors
 Base cabinets with lockable doors
 Teacher wardrobe unit - lockable
Sound Isolation: STC-37

Equipment:

Fixed: Dry erase board w/ map rails
 Bracket for ceiling mounted tv
 Bracket for ceiling mounted projector
 Tackboards
 Projection screen
 Soap dispenser at each sink
 Paper towel dispenser at each sink - large roll
 Toilet paper dispenser - large roll
Movable: Tables - round or kidney-bean shaped for 5-6 students
 Chairs, 4 drawer file cabinet
 Metal shelves in storage closet

Mechanical:

HVAC: No special req.
Plumbing: (1) toilet
 (2) sinks, sink in classroom with 1 bubbler

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent fixtures
Power: 6 double outlets evenly distributed
Telephone: Intercom jack connection
TV: Cable/MATV port at TV bracket
Computer: Network outlet at computer locations
No of Computers: 2 workstations
 1 printstation

Space Category: Core Academic

Space Description:

Room: First Grade Classroom w/ Toilet, 2 classrooms
Users: up to 25 students and 3 staff members per room
Size SF: 995, 1,090 includes 50sf toilet

Finishes:

Floor : VCT and area rugs
Wall : Painted GWB, existing painted CMU
Ceiling: ACP
Door: Flush door w/ vision panel
Window: Metal frame
Casework: 25 Cubbies
 Wall and Base cabinets
 Teacher wardrobe unit - lockable
 Plastic laminate shelving - deep
Sound Isolation: STC-37

Equipment:

Fixed: Dry erase board w/ map rails
 Bracket for ceiling mounted tv
 Bracket for ceiling mounted projector
 Tackboards
 Projection screen
 Soap dispenser at each sink
 Paper towel dispenser at each sink- large roll
 Toilet paper dispenser - large roll
Movable: Tables and chairs
 4 drawer file cabinet
 Teacher desk w/ chair
 Metal shelves in storage closet

Mechanical:

HVAC: No special req.
Plumbing: (1) toilet
 (2) sink, sink in classroom with 1 bubbler

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent fixtures
Power: 6 double outlets evenly distributed
Telephone: Intercom jack connection
TV: Cable/MATV port at TV bracket
Computer: Network outlet at computer locations
No of Computers: 4 workstations
 1 printstation

Space Category: Core Academic

Space Description:

Room: Second Grade Classroom
Users: up to 25 students and 3 staff members per room
Size SF: 990, 1,090 nsf 2
classrooms

Finishes:

Floor : VCT, with area rugs
Wall : Painted GWB, existing painted CMU
Ceiling: ACP
Door: Flush door w/ vision panel
Window: Metal frame
Casework: 25 cubbies
 Wall and Base cabinets
 Teacher wardrobe unit - lockable
 Plastic laminate shelving - deep
Sound Isolation: STC-37

Equipment:

Fixed: Dry erase board w/ map rails
 Bracket for ceiling mounted tv
 Bracket for ceiling mounted projector
 Tackboards
 Projection screen
 Soap dispenser at sink
 Paper towel dispenser at sink - large roll
Movable: Desks and/or tables, chairs
 4 drawer file cabinet
 Teacher desk w/ chair
 Metal shelves in storage closet

Mechanical:

HVAC: No special req.
Plumbing: 1 sink with bubbler

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent fixtures
Power: 4 double outlets evenly distributed
Telephone: Intercom jack connection
TV: Cable/MATV port at TV bracket
Computer: Network outlet at computer locations
No of Computers: 4 workstations
 1 printstation

Space Category: Core Academic

Space Description:

Room: Third Grade Classroom
Users: up to 25 students and 3 staff members per room
Size SF: 1,000, 1,090 nsf 2
classrooms

Finishes:

Floor : VCT and area rug
Wall : Painted GWB and existing painted CMU
Ceiling: ACP
Door: Flush door w/ vision panel
Window: Metal frame
Casework: (26) half-height student lockers (15"w x 15"d x 30"h each - 60" total height)
 Teacher wardrobe unit - lockable
 Wall and base cabinets
 Plastic laminate shelving - deep
Sound Isolation: STC-37

Equipment:

Fixed: Dry erase board w/ map rails
 Bracket for ceiling mounted tv
 Bracket for ceiling mounted projector
 Tackboards
 Projection screen
 Soap dispenser at sink
 Paper towel dispenser at sink - large roll
Movable: Desks and chairs
 4 drawer file cabinet
 Teacher wardrobe unit - lockable
 Teacher desk w/ chair
 Metal shelves in storage closet

Mechanical:

HVAC: No special req.
Plumbing: 1 sink with bubbler

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent fixtures
Power: 4 double outlets evenly distributed
Telephone: Intercom jack connection
TV: Cable/MATV port at TV bracket
Computer: Network outlet at computer locations
No of Computers: 4 workstations
 1 printstation

Space Category: Core Academic

Space Description:

Room: Fourth Grade Classroom
Users: up to 25 students and 3 staff members per room
Size SF: 995, 1,090 nsf 2
classrooms

Finishes:

Floor : VCT and area rug
Wall : Painted GWB and existing painted CMU
Ceiling: ACP
Door: Flush door w/ vision panel
Window: Metal frame
Casework: (26) half-height student lockers (15"w x 15"d x 30"h each - 60" total height)
 Wall and base cabinets
 Teacher wardrobe unit - lockable
 Plastic laminate shelving - deep
Sound Isolation: STC-37

Equipment:

Fixed: Dry erase board w/ map rails
 Bracket for ceiling mounted tv
 Bracket for ceiling mounted projector
 Tackboards
 Projection screen
 Soap dispenser at sink
 Paper towel dispenser at sink - large roll
Movable: Desks
 Chairs w/ wire book rack below seat for additional storage
 Teacher wardrobe unit - lockable
 Teacher desk w/ chair, 4 drawer file cabinet
 Metal shelves in storage closet

Mechanical:

HVAC: No special req.
Plumbing: 1 sink with bubbler

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent fixtures
Power: 4 double outlets evenly distributed
Telephone: Intercom jack connection
TV: Cable/MATV port at TV bracket
Computer: Network outlet at computer locations
No of Computers: 4 workstations, 1 printstation

Space Category: Core Academic

Space Description:

Room: Fifth Grade Classroom
Users: up to 25 students and 3 staff members per room
Size SF: 990, 1,090 nsf
 2 classrooms

Finishes:

Floor : VCT
Wall : Painted GWB, existing painted CMU
Ceiling: ACP
Door: Flush door w/ vision panel
Window: Metal frame
Casework: (26) half-height student lockers (15"w x 15"d x 30"h each - 60" total height)
 Teacher wardrobe unit - lockable
 Wall and Base cabinets
 Plastic laminate shelving - deep
Sound Isolation: STC-37

Equipment:

Fixed: Dry erase board w/ map rails
 Bracket for ceiling mounted tv
 Bracket for ceiling mounted projector
 Tackboards
 Projection screen
 Soap dispenser at sink
 Paper towel dispenser at sink - large roll
Movable: Desks
 Chairs w/ wire book rack below seat for additional storage
 Teacher wardrobe unit - lockable
 Teacher desk w/ chair, 4 drawer file cabinet
 Metal shelves in storage closet

Mechanical:

HVAC: No special req.
Plumbing: 1 sink with bubbler

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent fixtures
Power: 4 double outlets evenly distributed
Telephone: Intercom jack connection
TV: Cable/MATV port at TV bracket
Computer: Network outlet at computer locations
No of Computers: 4 workstations, 1 printstation

Space Category: Core Academic

Space Description:

Room: Science Center: May be adjacent to Green Roof Area
Users: up to 25 students and 3 staff members per room
Size SF: 1,400 nsf

Finishes:

Floor : VCT
Wall : Painted GWB, existing painted CMU
Ceiling: ACP
Door: Flush door w/ vision panel
Window: Metal frame
Casework: Large sink in base cabinet
 Teacher wardrobe unit - lockable
 Wall and Base cabinets
 Plastic laminate shelving - deep
Sound Isolation: STC-37

Equipment:

Fixed: Dry erase board w/ map rails
 Bracket for ceiling mounted tv
 Bracket for ceiling mounted projector
 Tackboards
 Projection screen
 Soap dispenser at sink
 Paper towel dispenser at sink - large roll
Movable: Work tables and stools
 Teacher Demonstration Table
 Teacher wardrobe unit - lockable
 Teacher desk w/ chair, 4 drawer file cabinet
 Metal cabinets for storage

Mechanical:

HVAC: No special req.
Plumbing: Deep art type sinks and 1 regular sink with bubbler

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent fixtures
Power: 4 double outlets evenly distributed
Telephone: Intercom jack connection
TV: Cable/MATV port at TV bracket
Computer: Network outlet at computer locations
No of Computers: 4 workstations
 1 printstation

Space Category: Core Academic

Space Description:

Room: Resource Classrooms
Users: 5- 25 students and 1- 3 staff members per room
Size SF: 470, 695, 695, 1400 nsf Can be subdivided

Finishes:

Floor : VCT and area rug
Wall : Painted GWB and existing painted CMU
Ceiling: ACP
Door: Flush door w/ vision panel
Window: Metal frame
Casework: Plastic laminate shelving - deep
 Wall and base cabinets
 Teacher wardrobe unit - lockable
Sound Isolation: STC-37

Equipment:

Fixed: Dry erase board w/ map rails
 Bracket for ceiling mounted tv
 Bracket for ceiling mounted projector
 Tackboards
 Projection screen
 Soap dispenser at sink
 Paper towel dispenser at sink - large roll
Movable: Desks 10-20 depending on size of room
 Chairs w/ wire book rack below seat for additional storage
 Tables and chairs for group work
 Teacher desk w/ chair, 4 drawer file cabinet, each room
 Book shelves

Mechanical:

HVAC: No special req.
Plumbing: 1 sink with bubbler

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent fixtures
Power: 4 double outlets evenly distributed
Telephone: Intercom jack connection
TV: Cable/MATV port at TV bracket
Computer: Network outlet at computer locations
No of Computers: 4 workstations
 1 printstation

Space Category: Core Academic

Space Description:

Room: Parent Resource Center
Users: TBD
Size SF: 200 nsf

Finishes:

Floor : CPT
Wall : GWB (partial)
Ceiling: ACP
Door: wood
Window: metal frame
Casework: none
Sound Isolation:

Equipment:

Fixed: 4' tackboard
Movable: 1 two drawer filing cabinets
 1 work station
 (1) 3' x 8' conference table with chairs
 printer

Mechanical:

HVAC: no special requirements
Plumbing: no special requirements

Electrical/Technology:

Light Level: 45 footcandles
Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast
Power: (1) quadraplex outlet at each desk/computer location
 (4) duplex outlets on opposite walls
Telephone: (1) jack at desk/computer location
TV: None
Computer: (1) network outlet at desk/computer location

Space Category: Core Academic

Space Description:

Room: Workroom/Teacher Office/Toilet
Users: staff
Size SF: 430 nsf

Finishes:

Floor : Tile in wet area, carpet in seating area
Wall : GWB (partial)
Ceiling: ACP
Door: wood with view panel
Window: metal frame
Casework: Countertop, sink, base and wall cabinets
Sound Isolation:

Equipment:

Fixed: 4' tackboard
Movable: 3 tables, 15 chairs
 1 work station
 lounge seating for 10, 2 end tables, 2 lamps
 Microwave, refrigerator with ice maker, range with oven,
 exhaust fan

Mechanical:

HVAC: Exhaust fan
Plumbing: Hot and cold water for sink, hook up for ice maker

Electrical/Technology:

Light Level: 45 footcandles
Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast
Power: (1) quadraplex outlet at each desk/computer location
 (2) duplex outlets on each walls
Telephone: (1) jack at desk/computer location
TV:
Computer: (1) network outlet at desk/computer location

Space Category: Core Academic

Space Description:

Room: Teacher's Lounge/Office
Users: staff
Size SF: 695 nsf

Finishes:

Floor : CT in wet area, CPT in seating area
Wall : GWB (partial)
Ceiling: ACP
Door: wood with view panel
Window: metal frame
Casework: Countertop, sink, base and wall cabinets
Sound Isolation:

Equipment:

Fixed: 4' tackboard
Movable: 3 tables, 15 chairs
 1 work station
 lounge seating for 10, 2 end tables, 2 lamps
 Microwave, refrigerator with ice maker, range with oven,
 exhaust fan

Mechanical:

HVAC: Exhaust fan
Plumbing: Hot and cold water for sink, hook up for ice maker

Electrical/Technology:

Light Level: 45 footcandles
Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast
Power: (1) quadraplex outlet at each desk/computer location
 (2) duplex outlets on each walls
Telephone: (1) jack at desk/computer location
TV:
Computer: (1) network outlet at desk/computer location

Space Category: Core Academic

Space Description:

Room: Student Services
Users: TBD
Size SF: 120, 140 nsf 2 rooms

Finishes:

Floor : CPT
Wall : GWB (partial)
Ceiling: ACP
Door: wood
Window: metal frame
Casework:
Sound Isolation:

Equipment:

Fixed: 4' tackboard
Movable: 1 four drawer filing cabinets
 1 work station each room
 (1) each room 42" conference table with 4 chairs
 printer

Mechanical:

HVAC: no special requirements
Plumbing: no special requirements

Electrical/Technology:

Light Level: 45 footcandles
Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast
Power: (1) quadraplex outlet at each desk/computer location
 (4) duplex outlets on opposite walls
Telephone: (1) jack at desk/computer location
TV: None
Computer: (1) network outlet at desk/computer location

Space Category: Core Academic

Space Description:

Room: Music Classroom w/ Instrument Storage room
Users: up to 25 students and 3 staff members per room
Size SF: 950 nsf, with 100 nsf storage room

Finishes:

Floor : VCT
Wall : Existing CMU / painted GWB
Ceiling: ACP
Door: Flush door w/ vision panel
Window: Existing
Casework: Wall cabinets
 Base cabinets
 Teacher wardrobe unit - lockable
 Heavy-duty deep, adjustable shelving in Instrument storage room
Sound Isolation: STC-37

Equipment:

Fixed: Dry erase board w/ music staff
 Bracket for ceiling mounted tv
 Bracket for ceiling mounted projector
 Tackboards
 Projection screen
 Soap dispenser at sink
 Paper towel dispenser at sink - large roll
Movable: Chairs
 Risers
 Teacher desk w/ chair, 4 drawer file cabinet

Mechanical:

HVAC: No special req.
Plumbing: (1) sink with bubbler

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Pendant fluorescent fixtures
Power: 6 double outlets evenly distributed
Telephone: Intercom jack connection
TV: Cable/MATV port at TV bracket
Computer: Computer network outlet
No of Computers: 1 workstation and printer

Space Category: Core Academic

Space Description:

Room: Art Classroom
Users: up to 25 students and 3 staff members per room
Size SF: 1200 nsf including 150 nsf storage room

Finishes:

Floor : Sealed Concrete
Wall : Painted GWB, existing painted CMU
Ceiling: ACP
Door: Flush door w/ vision panel
Window: Metal frame
Casework: Base cabinets with lockable doors
 Upper cabinets with lockable doors
 Heavy-duty adjustable shelving on standards and brackets

 Paper storage units
 Bookshelves
 Teacher wardrobe unit - lockable
 Storage cabinet
Sound Isolation: STC-37

Equipment:

Fixed: Dry marker board
 Homosote boards for pin-up and display
 Projection screen
 Bracket for ceiling mounted tv
 Bracket for ceiling mounted projector
 Soap dispenser at sink
 Paper towel dispenser shared between sinks - large roll
Movable: Work tables
 Stools
 Teacher desk w/chair - 4 drawer file cabinet

Mechanical:

HVAC: No special req.
Plumbing: (2) Trough sinks - 3 faucet unit (Sheldon), 1 bubbler

Electrical/Technology:

Light Level: 75 footcandles
Fixtures: Pendant fluorescent fixtures
Power: 6 double outlets evenly distributed
Telephone: Intercom jack connection
TV: Cable/MATV port at TV bracket
Computer: Computer network outlet
No of Computers: 4 workstations, 1 printer station

Administration and Security

Space Description:

Room: Security Station, in entrance lobby
Users: 1
Size SF : 75

Finishes:

Floor : VCT/Linoleum
Wall : Existing Painted CMU/GWB
Ceiling: ACP
Door: None
Window: None
Casework: Security Desk with lockable drawer
Sound Isolation: None

Equipment:

Fixed:
Movable: Security monitors, chair

Mechanical:

HVAC: no special requirements
Plumbing: no special requirements

Electrical/Technology:

Light Level: 50 footcandles
2' x 4' parabolic fluorescent fixtures with energy-efficient
Fixtures: ballast
Power: (2) quadruplex outlets at desk/computer location
Telephone: (1) jack at desk / computer location
TV: Security monitors
Computer: (1) network outlet at desk / computer location, Security A/V system

Space Category: Administration and Security

Space Description:

Room: Main Reception/Welcome Center
Users: 4
Size SF: 300 SF

Finishes:

Floor : CPT
Wall : Existing Painted CMU/GWB
Ceiling: ACP
Door: Wood Frame with Glass, Maximize view to exterior and lobby
Window: Metal Frame
Casework: Counter top with built in desk, student friendly, various ages and heights
Sound Isolation: STC-37

Equipment:

Fixed: 2 work stations
Movable: Seating for 4-6 people

Mechanical:

HVAC: no special requirements, zoned for year round use
Plumbing: no special requirements

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent fixtures
Power: 4 duplex outlets in each waiting and work areas
Telephone: telephone
TV: Mounting bracked for TV (visible from work area)
Computer: Computer at each work station

Space Category: Administration and Security

Space Description:

Room: Principal's Office
Users: 1
Size SF: 185

Finishes:

Floor : CPT
Wall : GWB/existing painted CMU (partial)
Ceiling: ACP
Door: Wood
Window: Metal Frame
Casework:
Sound Isolation:

Equipment:

Fixed:
Movable: computer work station, book case, conference table for 4-6; 2 four drawer locking file cabinets

Mechanical:

HVAC: no special requirements
Plumbing: no special requirements

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast
Power: 2-3 duplex outlets on each wall
Telephone: telephone/intercom/voicemail port
TV: None
Computer: 1 data port

Space Category: Administration and Security

Space Description:

Room: Staff Toilet

Users: 1

Size SF: 50 nsf

Finishes:

Floor : CT

Wall : GWB (partial)

Ceiling: ACP

Door: Wood

Window: not required

Casework:

Sound Isolation:

Equipment:

Fixed: Mirror above sink, papertowel, toilet paper accessories

Movable:

Mechanical:

HVAC: Exhaust Fan

Plumbing: Lavatory and Sink, handicap accessible

Electrical/Technology:

Light Level: 45 footcandles

Fixtures: Recessed Fluorescent/Wall Mounted

Power: 1 GFI duplex outlet at mirror
(2) duplex outlets on opposite walls

Telephone: None

TV: None

Computer: None

Space Category: Administration and Security

Space Description:

Room: Conference Room

Users: 10

Size SF: 200

Finishes:

Floor : CPT

Wall : GWB (partial)

Ceiling: ACP

Door: Wood

Window: Metal Frame

Casework: Base cabinet

Sound Isolation:

Equipment:

Fixed: 8' wide x 4' high whiteboard with fixed back, 1 horizontal sliding panel

6' x 6' projection screen

Movable: Conference table with 10 chairs

Mechanical:

HVAC: no special requirements

Plumbing: no special requirements

Electrical/Technology:

Light Level: 45 footcandles dimmable

Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast

Power: (2) duplex outlets on opposite walls

(1) duplex outlet on floor

Telephone: (1) jack on floor

TV: None

Computer: (1) network outlet on floor

Space Category: Administration and Security

Space Description:

Room: Business Office/Data Office

Users: 1

Size SF: 150

Finishes:

Floor : CPT

Wall : GWB/existing painted CMU (partial)

Ceiling: ACP

Door: Wood

Window: Metal Frame

Casework:

Sound Isolation:

Equipment:

Fixed:

Movable: computer work station, book case, 2 four drawer locking file cabinets

Mechanical:

HVAC: no special requirements

Plumbing: no special requirements

Electrical/Technology:

Light Level: 50 footcandles

Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast

Power: 2 duplex outlets on each wall

Telephone: telephone/intercom/voicemail port

TV: None

Computer: 1 data port

Space Category: Administration/Security

Space Description:

Room: Records Room
Users: 1
Size SF: 100 sf, needs to be secure space.

Finishes:

Floor : VCT
Wall : GWB/exisitng painted CMU
Ceiling: ACP
Door: Wood
Window: not required
Casework:
Sound Isolation:

Equipment:

Fixed:
Movable: Lockable file cabinets, chair, small table, small safe

Mechanical:

HVAC: no special requirements
Plumbing: no special requirements

Electrical/Technology:

Light Level: 50 footcandles
Fixtures: Recessed fluorescent
Power:
Telephone:
TV:
Computer:

Space Category: Administration and Security

Space Description:

Room: Administration Workroom, Mailroom

Users: 2-3 at any given time

Size SF: 225 nsf

Finishes:

Floor : CPT

Wall : GWB/existing painted CMU

Ceiling: ACP

Door: Metal Frame

Window: Metal Frame

Casework: Base and Wall Cabinets, 65 Individual Mail Slots

Sound Isolation:

Equipment:

Fixed:

Movable: Copier

Mechanical:

HVAC: no special requirements

Plumbing: no special requirements

Electrical/Technology:

Light Level: 50 footcandles

Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast

Power: 1 duplex outlet on each wall

Telephone: telephone/intercom/voicemail port

TV: None

Computer:

Space Category: Administration and Security

Space Description:

Room: Health Suite
Users: Half time Nurse, students
Size SF: 700 nsf including Office, cots, storage, toilet

Finishes:

Floor: CT
Wall: GWB (partial)
Ceiling: ACP
Door: wood
Window: metal frame
Casework: countertop, sink, base and wall cabinets
Sound Isolation:

Equipment:

Fixed: Lockable supply and medicine cabinet
Movable: work station and chair, 4 drawer file cabinet
 small table, chairs, cots, privacy curtain on track

Mechanical:

HVAC: no special requirements
Plumbing: hot and cold water for sink, toilet, lavatory

Electrical/Technology:

Light Level: 45 footcandles
Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast
Power: (1) quadraplex outlet at each desk/computer location
 (4) duplex outlets on opposite walls
Telephone: (1) jack at each desk/computer location
TV: None
Computer: (1) network outlet at each desk/computer location

Space Category: Administration and Security

Space Description:

Room: Counseling Office
2 with room for small
Users: conferences
Size SF: 385 nsf

Finishes:

Floor : CPT
Wall : GWB (partial)/Existing painted CMU
Ceiling: ACP
Door: Wood
Window: Existing
Casework: Existing
Sound Isolation: None

Equipment:

Fixed: mounting bracket for TV, projection screen
4' tackboard
Movable: desk with chair
(2) four drawer filing cabinets
(4) side chairs
(1) small table
(1) printer

Mechanical:

HVAC: No special requirements
Plumbing: No special requirements

Electrical/Technology:

Light Level: 45 footcandles
Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast
Power: (1) quadraplex outlet at desk/computer location
(2) duplex outlets on opposite walls
Telephone: (1) jack at desk/computer location
TV: (1) cable/MATV port at TV bracket
Computer: (1) network outlet at desk/computer location

Space Category: Administration and Security

Space Description:

Room: Itinerant Services Office

Users: 4

Size SF: 400 sf

Finishes:

Floor : CPT

Wall : GWB (partial)

Ceiling: ACP

Door: Wood

Window: Metal Frame

Casework:

Sound Isolation:

Equipment:

Fixed:

Movable: 4 locking work stations

Mechanical:

HVAC: No special requirements

Plumbing: No special requirements

Electrical/Technology:

Light Level: 50 footcandles

Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast

Power: Duplexes at each desk and on walls

Telephone: voice and data port at each desk

TV: None

Computer: one at each desk, shared printer

Athletics and Recreation

Space Description:

Room: Computer Lab
Occupancy: 25
Size: 700 nsf

Finishes:

Floor : Carpet
Wall : Painted CMU
Ceiling: 2' x 4' acoustical panel ceiling
Door: Vision panel in flush wood door
Window: Yes
Casework: (25) computer workstations
 (4) scanner/printer workstations
Sound Isolation: STC 37 to adjacent spaces

Equipment:

Fixed: Wall mounted bracket with 36" TV and VCR
 12' whiteboard with map rail above
 4' of tackboard with map rail above
 5' x 5' projection screen
Movable: (25) computer stations
 (2) scanners
 (2) printers

Mechanical:

HVAC: 72 degrees
Plumbing: None

Electrical/Technology:

Light Level: 30 footcandles
Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast
Power: (1) duplex outlet at each station and printer/scanner
Telephone: None
TV: (1) cable outlet near TV bracket
Computer: (1) network outlet at each station, (1) network outlet at each printer/scanner

Scope Changes:

<i>Item</i>				
<i>Number:</i>	<i>Description:</i>	<i>Cost:</i>	<i>Approved:</i>	<i>Date:</i>

Space Category: Athletics/Recreation

Space Description:

Room: Public Toilets (men and women)
 Occupancy: n/a
 Size: 250 nsf

Finishes:

Floor : CT
 Wall : Painted CMU
 Ceiling: Painted GWB
 Door: Hollow metal door and frame
 Window: None
 Casework: None
 Sound Isolation: None

Equipment:

Fixed: Phenolic toilet partitions
 Mirrors with shelves at each lavatory
 Accessories to include: toilet paper dispenser, soap dispenser, hand dryers, feminine napkin dispenser/disposal, robe hooks
 Movable: None

Mechanical:

HVAC: Heat and ventilation only
 Plumbing: (3) toilets, (1) handicapped height (substitute a urinal for one toilet in male toilet)
 (3) lavatories, (1) handicapped height
 Double electric water cooler, (1) handicapped height
 (1) floor drain

Electrical/Technology:

Light Level: 45 footcandles
 Surface and pendant
 Fixtures: mounted fluorescent fixtures
 Power: (1) duplex outlet
 Telephone: None
 TV: None
 Computer: None

Scope Changes:

Item Number:	Description:	Cost:	Approved:	Date:

Space Category: Athletics/Recreation

Space Description:

Room: Concessions/Office
 Occupancy: n/a
 Size: 300 nsf

Finishes:

Floor : VET
 Wall : Painted CMU
 Ceiling: ACT
 Door: Hollow metal door and frame
 Window: None
 Casework: 12' x 2' wide standing counter w/roll up window
 Sound Isolation: Not required

Equipment:

Fixed: None
 Movable: storage shelving

Mechanical:

HVAC: Heat and ventilation
 Plumbing: sink, ice in refrigerator

Electrical/Technology:

Light Level: 45 footcandles
 Fixtures: Pendant mounted fluorescent fixtures
 Power: (1) duplex outlet at entrance/convenience outlets
 countertop microwave
 Telephone: 1
 TV: None
 Computer: 1

Scope Changes:

Item Number:	Description:	Cost:	Approved:	Date:

Space Category: Athletics/Recreation

Space Description:

Room: Gym Storage
 To be divided into 3 rooms for use by -
 Savoy, TMA, & Rec
 Occupancy: n/a
 Size: 1,000 nsf

Finishes:

Floor : Sealed concrete
 Wall : Painted CMU
 Ceiling: Exposed, painted
 Door: (2) Hollow metal door and
 frame (per room)
 Window: None
 Casework: None
 Sound Isolation: Not required

Equipment:

Fixed: none
 Movable: (10) 3' x 7' high x 18" deep
 metal shelves
 (3) 7' high x 18" deep x 4'
 wide storage cabinet

Mechanical:

HVAC: Heat and ventilation
 Plumbing: None

Electrical/Technology:

Light Level: 30 footcandles
 Surface mounted fluorescent
 fixtures:
 fixtures
 (4) duplex outlets evenly
 Power: distributed (per room)
 Telephone: None
 TV: None
 Computer: None

Scope Changes:

Item Number:	Description:	Cost:	Approved:	Date:

Space Category: Athletics/Recreation

Space Description:

Room: Athletics/Recreation Office
 Occupancy: 2
 Size: 200 nsf

Finishes:

Floor : Carpet
 Wall : Painted CMU
 Ceiling: 2' x 4' acoustical panel ceiling
 Door: Flush wood door
 Window: Window facing lobby with roller shades
 Casework: None
 Sound Isolation: STC 37 between room and corridor

Equipment:

Fixed: 4' of tackboard
 Movable: (2) Desk with chair
 Filing cabinets
 (2) side chair
 (2) bookshelves

Mechanical:

HVAC: Heat and ventilation
 Plumbing: None

Electrical/Technology:

Light Level: 45 footcandles
 Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast
 Power: (2) quadraplex at desk/computer location
 (2) duplex outlets on opposite walls
 Telephone: (2) jack at desk/computer location
 TV: None
 Computer: (2) network outlet at desk/computer location

Scope Changes:

Item Number:	Description:	Cost:	Approved:	Date:

Space Category: Athletics/Recreation

Space Description:

Room: Stage
 Occupancy: n/a
 Size: 700 nsf

Finishes:

Floor : Masonite (double sided)
 Wall : Painted CMU
 Ceiling: n/a
 Door: n/a
 Window: none
 Casework: none

Equipment:

Fixed: Curtain on track
 Movable: none

Mechanical:

HVAC: Heat and ventilation
 Plumbing: None

Electrical/Technology:

Light Level: Varies
 Fixtures: Ajustable/aimable & dimable lighting - on tracks
 Power: convience outlets - (2) floor outlets
 Telephone: None
 TV: none
 Computer: none

Scope Changes:

Item Number:	Description:	Cost:	Approved:	Date:

Space Category: Athletics/Recreation

Space Description:

Room: Gymnasium
 Occupancy: n/a
 Size: 1,000 nsf

Finishes:

Floor : Sprung Maple Floor
 Wall : Painted CMU
 Ceiling: None
 (8)Vision panel in flush wood
 Door: door
 Window: clearstory
 Casework: none

Equipment:

Fixed: (2) basketball backboard
 (fold up)
 Bleachers (400 seats)
 Movable: (4) portable backboard

Mechanical:

HVAC: Heat and ventilation
 Plumbing: None

Electrical/Technology:

Light Level: 75 footcandles
 pendant mounted
 Fixtures: fluorescent
 Power: convenience outlets
 microphone & pa/sound
 system
 Telephone: None
 TV: none
 Computer: none

Scope Changes:

Item Number:	Description:	Cost:	Approved:	Date:

Space Category: Athletics/Recreation

Space Description:

Room: Fitness Room
 Occupancy: 50
 Size: 1400 nsf

Finishes:

Floor : Rubber (weight room quality)
 Wall : Painted CMU
 Ceiling: 2 ' x 4' acoustical panel ceiling
 Door: Vision panel in flush wood door
 Window: None
 Casework: None
 Sound Isolation: STC 37 to adjacent spaces

Equipment:

Wall mounted bracket with 36"
 Fixed: TV and VCR
 Movable: Fitness Equipment - by Owner

Mechanical:

HVAC: Heat and ventilation
 Plumbing: None

Electrical/Technology:

Light Level: 45 footcandles
 Pendant mounted fluorescent
 Fixtures: fixtures
 Power: (1) duplex outlet per treadmill
 Telephone: None
 TV: (1) cable outlet near TV bracket

Scope Changes:

Item Number:	Description:	Cost:	Approved:	Date:

Space Category: Athletics/Recreation

Space Description:

Room: Activities Room
 Occupancy: 50
 Size: 1,200 nsf

Finishes:

Floor : VET
 Wall : Painted CMU
 2' x 4' acoustical panel
 Ceiling: ceiling
 Vision panel in flush wood
 Door: door
 Window: Yes
 15' Counter/base & upper
 Casework: cabinets
 Sound Isolation: STC 37 to adjacent spaces

Equipment:

Fixed: Wall mounted bracket with 36" TV and VCR
 12' whiteboard with map rail above
 4' of tackboard with map rail above
 5' x 5' projection screen
 (25) hooks
 Movable: none

Mechanical:

HVAC: Heat and ventilation
 Plumbing: None

Electrical/Technology:

Light Level: 45 footcandles
 Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast
 Power: convenience outlets
 Telephone: None
 TV: (1) cable outlet near TV bracket
 Computer:

Scope Changes:

Item Number:	Description:	Cost:	Approved:	Date:

Space Category: Athletics/Recreation

Space Description:

Room: Senior Citizen Room
 Occupancy: 25
 Size: 500 nsf

Finishes:

Floor : Carpet
 Wall : Painted CMU
 Ceiling: 2 ' x 4' acoustical panel ceiling
 Door: Vision panel in flush wood door
 Window: Yes
 Casework: none

Equipment:

Fixed: Wall mounted bracket with 36" TV and VCR
 12' whiteboard with map rail above
 4' of tackboard with map rail above
 5' x 5' projection screen
 Movable: none

Mechanical:

HVAC: Heat and ventilation
 Plumbing: None

Electrical/Technology:

Light Level: 45 footcandles
 Fixtures: 2' x 4' parabolic fluorescent fixtures with energy-efficient ballast
 Power: convenience outlets
 Telephone: None
 TV: (1) cable outlet near TV bracket
 Computer: none

Scope Changes:

Item Number:	Description:	Cost:	Approved:	Date:

Space Category: Athletics/Recreation

Space Description:

Room: Computer Lab
 Occupancy: 25
 Size: 700 nsf

Finishes:

Floor : Carpet
 Wall : Painted CMU
 Ceiling: 2' x 4' acoustical panel ceiling
 Door: Vision panel in flush wood door
 Window: Yes
 Casework: (25) computer workstations
 (4) scanner/printer workstations
 Sound Isolation: STC 37 to adjacent spaces

Equipment:

Fixed: Wall mounted bracket with 36" TV and VCR
 12' whiteboard with map rail above
 4' of tackboard with map rail above
 5' x 5' projection screen
 Movable: (25) computer stations
 (2) scanners
 (2) printers

Mechanical:

HVAC: 72 degrees
 Plumbing: None

Electrical/Technology:

Light Level: 30 footcandles
 2' x 4' parabolic fluorescent fixtures with energy-efficient
 Fixtures: ballast
 Power: (1) duplex outlet at each station and printer/scanner
 Telephone: None
 TV: (1) cable outlet near TV bracket
 (1) network outlet at each station, (1) network outlet at each
 Computer: printer/scanner

Scope Changes:

Item	Description:	Cost:	Approved:	Date: